

The Clearing House

A journal for modern junior and senior high schools

VOL. 19

APRIL 1945

No. 8

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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VOL. 19

APRIL 1945

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ARE YOUNG PEOPLE

A report on one high school's working children and a certain post-war need

LAZY?

By MARGARET M. THOMSON

IN THE DAYS of the NYA, teachers are known to have said that pupils were ready to accept all they could get without always giving value received—in short, that they were lazy. Now NYA is gone and in its place for the low-income group and others are the multitudinous opportunities for wartime work. Are children lazy or have they responded to the call for workers?

A survey of pupils of Miller Vocational High School was made in October 1943. Every pupil filled out a questionnaire which asked for information on out-of-school work experience. It was found that 45 per cent of the student body at that time was engaged in some type of work outside of

school hours. In the other Minneapolis high schools, pupils who carried a work program in addition to their school day ranged from 18 per cent to 35 per cent. No doubt these percentages hold, approximately, today.

What were these young people doing to help make the wheels of industry turn? Enumerating the jobs is like repeating the census of occupations. Many used the vocational training which they were receiving, in their after-school work. These were jobs with a future for these young people: office work, jewelry manufacture, selling, alteration sewing, work in the beauty shop and the printing establishments. Factories, restaurants and cafes, gas stations, laundries and dry cleaning establishments, movie theatres, bowling alleys, stores of all kinds from the large mail-order house and department store to the small grocery and drug store, the hospital and the home, used the services of these young people. They packed, weighed, bundled, and hauled; they priced, labelled, filled orders, booked packages; they cleaned, washed dishes, served and cooked, and minded the baby.

Working-his-way-through-school has often been a much admired picture of the enterprising young American. Did the after-school work serve the purpose of keeping these young people in school? To an extent this seemed to be the purpose of carrying the load of school plus job.

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EDITOR'S NOTE: *Pupils who needed extra money in order to get through high school used to work in the NYA program, and frequently it was said that they were lazy and unwilling to give value received. Today, reports the author, the same types of underprivileged pupils are working after school, and their willingness to work is being exploited, in many cases, unmercifully. When the war is over, and jobs are scarce, will such pupils be entitled to some kind of work opportunity that will assure them a proper secondary education? Miss Thomson teaches in Miller Vocational High School, Minneapolis, Minn.*

During the school year of 1943-44, the "drop-outs"—those who left sometime during that school year—were 26.17 per cent of the total number enrolled during the year, while of those who were working at the time of the survey, October 1943, 17.69 per cent dropped out sometime during the school year. The difference in the percentages would seem to be significant. However, included in the larger figure may have been those who were not working in October but did get work later on, and conversely those who were working in October may later have left their jobs. We would have needed a continuous survey to prove that those with jobs were more apt to remain in school than those who did not work after school.

But the picture of the working school boy or girl is not altogether rosy. The questionnaires were first examined to find if there were any violators of the law in Minnesota which forbids children under sixteen from working before seven o'clock in the morning and after seven o'clock in the evening.

Twenty-nine of these violators were found. One girl under sixteen was found to be running an elevator in a hotel from three o'clock in the afternoon until eleven at night. The running of an elevator by an under-sixteen in itself is a violation of the law, irrespective of the hours. The Industrial Commission of the State was notified of the girl's running the elevator and her work was immediately stopped.

All employers of the under-sixteen group were sent notices requesting them to end the hours of employment of these children at seven o'clock or before. The employers of nine responded by dropping the young workers from the payroll. Of the twenty still employed, four dropped out of school during the school year, presumably when they were sixteen.

Very few laws protect children over sixteen in their work in Minnesota. However, a Policies Commission set up by the

War Manpower Commission, the United States Office of Education, the Federal Security Agency and the Children's Bureau have formulated standards which employers have been asked to adopt. This year these standards seem quite generally accepted.

For those over sixteen the daily hours of work on school days is set at four. "In no case should the combined hours of school and work exceed nine a day." Since the school day of Minneapolis high schools is six hours, not including the half hour for lunch, the four hours of after-school work which the employers have accepted mean a ten-hour day.

The after-school work day usually begins at four o'clock, since school is not dismissed until three o'clock and time spent in transportation in a city would consume about an hour. In many places of employment a dinner would be allowed, but there are also many where the young person is expected to eat supper when he gets home. The Policies Commission of the Federal agencies allows for an eight-hour day on Saturday.

For students under sixteen the Commission recommends that no more than three hours be spent on the job during school days and that the work-day on Saturday be eight hours.

But what were the hours these children were working a year ago—hours which there is little reason to believe are shorter now? The largest number, 155, worked under twenty hours a week, it is true. There were 133, or 37 per cent, who worked from twenty to twenty-nine hours a week. But 56, or 15 per cent of the working pupils, worked from thirty to thirty-nine hours a week, 7 worked from forty to forty-nine hours—and one worked over fifty hours a week while he attended school. Of those working twenty to twenty-nine hours a week, 30 were fifteen years old, and 9 of those working from thirty to thirty-nine hours were fifteen years old.

Furthermore, 29 of these working pupils worked seven days a week. This number,

of course, does not include those who were doing housework. Sunday is always a work day for the house-worker. Twenty-five more worked on Sunday, although they may have worked in addition only Saturday or three or four additional days. Nevertheless, even a program of only Saturday and Sunday work means a seven-day week, if attending school is considered work.

Individual cases showed that far too great demands were being made on these young people. The questionnaires were examined for the cases where the out-of-school work program involved late or/and excessive hours. There were 76 cases. The names of these young people were given to their advisers, who urged them to find other jobs. Included in the list were those who worked four hours on school days, although the Policies Commission allowed this long a work day, if the four hours ended at eight o'clock or later. Of these 76, 22 withdrew during the school year. That was 28.94 per cent—higher than the per cent of withdrawals for the whole school, 26.17 per cent—and considerably higher than the withdrawals for the total of working pupils, 17.69 per cent.

It might be interesting to look at the work load of some of these pupils:

One girl served as a waitress at the railroad station from 4 p.m. until 11 p.m. for five days a week and on Saturday and Sunday from either 6 a.m. until 2:30 p.m. or from 2:30 p.m. until 11 p.m. Another waitress worked on Friday nights from 5 p.m. until 1 a.m., on other days from 5:30 p.m. until 7:30 p.m.

A bowling alley employed a girl from 7 p.m. until 11 p.m. on school nights. A department store employed a girl to book packages from 4 p.m. to 8 p.m. or 10 p.m., depending on when she could finish her work. Drug store hours ran to nine or ten o'clock in the evening and frequently gave a seven-day week. One girl worked in a bakery on Fridays from 11 p.m. to 8 or 9 a.m. One boy worked all night in a defense plant.

His school career ended before the year was out.

Is it any wonder that required home study is just disregarded by work-weary children?

The places of employment which required most frequently the late and/or excessive hours were: drug stores, cafes, cafeterias, hotels and ice cream "parlors," bowling alleys, laundries, cigar counters, homes (house work and care of children), small grocery stores, and bakeries. But even a department store and a large mail order house had long hours for the pupil helpers.

Though the motives of these young people who work may not be patriotic or social, but only to have more money to spend on clothes or on doubtful amusements Saturday night, as is sometimes alleged, nevertheless they have made a contribution to our commercial and industrial life. Young people have been given great praise for the contribution they have made to the carrying on of the Christmas trade.

The real motive of the working pupil has probably been to gain relief from an ever-present financial pressure. Those of us who have ever had to count the pennies too carefully know the family tensions which financial worry causes. Little does the young person care that he is placing too heavy a mortgage on his future health and energy by these extra hours of work.

Now, what of the post-war world? It is to be hoped that it will not be a depression which will throw these young people out of their after-school jobs. Yet it is to be hoped that industrial and business activity will not need their hours of work. The pursuit of an education may once again be the main pursuit for the young person. However, we shall have with us the low-income group who find it so difficult to pay for the books and school supplies, the fare for the city child, the clothes that the other boys and girls wear. Children's education is the nation's responsibility. We have no business to be niggardly with these

young people. We do not know what we may salvage from this most valuable of the nation's resources.

I have before me a letter written January 8, 1937, from a mother who writes to the school:

The writer of this letter is the mother of (one of the boys attending the school) and I am seeking some information.

My daughter, who is completing her first year of High at the end of this semester, will enter Vocational at the beginning of the new term in a few weeks, her course to be commercial cooking.

Now this is my problem. I wish to know just what steps have to be taken to secure Federal Aid given to students. As I understand it they are given something like \$6 per month, and are supposed to do some work around the school.

No matter whether Jane attended Vocational or High School I would have to secure this for her.

Today that woman's son is in the Merchant Marine and her daughter is training as a missionary. Both were exceptional young people. The little help that girl received and for which she gave ample service was a small price the nation paid for the return these young people made and will make.

What form our help may take or how it is administered does not matter. The old NYA may be revived, or we may have a new administrative agency. It does matter that we make possible the education of every child.

A Pressing Issue in Secondary Education

To me the greatest single problem in the secondary schools of New York State today, is the one of individual instruction, i.e., making the offerings of the school fit the needs of the individual, rather than making the individual fit the offerings of the school.

This thesis presupposes that all types of testing materials, and the ability to interpret the results, are available within the school system. The testing in itself is a major problem in some schools, but the failure to interpret the tests and to modify the curriculum to the needs of the individuals is even a greater problem.

This is a long-range problem which must be attacked by the leadership of the particular school, working with an interested, informed, and intelligent faculty. I know it can be done, because I know a faculty and school that did it.

The students in the college-entrance course are still more or less bound by college-entrance requirements, and we in the secondary schools who are sending a portion of our graduates to colleges, must listen to what the colleges want. I have, however, never believed in the method of modification of the syllabus for the non-Regents groups, whereby a certain amount of college-entrance content is left out, not making the course offering any different than that of the college-entrance syllabus, but simply leading to "lowered standards".

Many have blamed our failure on war condi-

tions, and there is no doubt that we could build up such a case. We have now, however, been in a war condition for three years, and most of the boys and girls in school at the present time feel that this is a normal state of affairs.

The basic reason for our failures is our lack of attention to the needs and abilities of these general-course students. To meet these needs I recommend strongly a modification of the curriculum. The State Education Department has been ready, willing, and even anxious to have schools try out modifications of a general curriculum. The Army and Navy have told us that our program in general is good, but that they would like us to teach these subjects more effectively. More effective teaching demands different action in the English, social studies, mathematics, and science for the general-course student. These general courses will meet the requirements for the various vocational courses, i.e., agriculture, business subjects, and homemaking.

The problem of a general education for those who are not going to college cannot, then, be corrected by a revision of the things that are good and bad in our present program. We must have the courage to make basic changes. We must either go forward or backward. This forward-looking program can be accomplished only by concentrated effort on the part of parents, boards of education, and faculties.—WAYNE L. LOWE in *New York State Education*.

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Philadelphia's Successful STUDY-WORK Program

By MICHAEL J. GOLL

MOST EDUCATIONAL books and articles for the current year place great stress upon the study-work program as an ideal method of preparing students on the secondary level for a vocation. This method has been tried and found invaluable in our own high schools during the past three years.

The distributive education course, instituted in the fall of 1941, is a practical study-work program which has demonstrated its worth to the students, schools, and merchants of our city. Proof of this is the following statement by a leading merchant in Philadelphia, Arthur C. Kaufmann, who is president of the Retail Merchants Association of Philadelphia and Executive Head of Gimbel's Store:

The course in Distributive Education, as given by the Philadelphia high schools, is one of the most constructive things of its kind that has ever been undertaken by the public schools. I say "constructive" because it goes beyond the theoretical and gives children something practical, and thus enables them to prepare more intelligently for their business careers.

From the standpoint of the stores, of course, it is exactly the type of preparation that is needed for a career in retailing; and, at the same time, gives us an opportunity to judge the students before they come into the stores on a regular basis.

There is not a question in my mind that this is a most intelligent solution to the difficult problem of the student in determining what he should do when he graduates; and to the merchant, who is constantly asking for material around which to build the right kind of personnel.

I am sure that the start that has been made in Philadelphia will simply be the nucleus of a much more intensive effort in that direction after the war.

Distributive education is designed to prepare pupils for work in all jobs involved in the transfer of goods from the producer to the consumer. Our course is conducted on a cooperative basis, with the students spending the first half of the day in school, studying related subjects, and the second half of the day working at a position in a co-operating local retailing establishment. The plan is confined to a selected group of pupils in the twelfth year of high school, and leads to a high-school diploma at the end of the year's distributive education course.

The pupil's three hours spent in school each day are occupied studying subjects that will help him on the job and prepare him for better positions in the distributive field. All the work is conducted in a room specially equipped for this purpose. Show cases, wall cases, counters, wrapping counters, and cash register help to provide the proper atmosphere.

Salesmanship, merchandising, and merchandise information (concerning textiles and non-textiles) are presented to give the student a firm foundation of technical knowledge. Art provides an outlet for pupils with a flare for commercial art as it applies to color, design, line, printing and display work. Economics of Distribution presents the picture of the forces that move

EDITOR'S NOTE: *The author is teacher-coordinator of distributive education in Simon Gratz High School, Philadelphia, Pa. The study-work program which he explains in this article was developed to give practical experience in working in a retail store to pupils who are studying distributive education in school.*

our resources from the producer to the consumer, and shows our dependence on other countries for many commodities. Store mathematics is presented to give drill in fundamental operations and introduce the technical arithmetic involved in the buying and selling process.

All-important oral English is included to give practise in the correct speech and effective selling language so necessary to people who meet the buying public. Written English is emphasized in advertising, copy-writing, the adjustment letter, and many other types of business letters and copy. All subject matter is adjusted to meet the peculiar needs of the students in the jobs which they have and to which they aspire.

The students' work program is carefully planned and supervised. An advisory committee of business people helps to determine the type and conditions of work for the student. Each student is interviewed by the prospective employer and placed in the position best suited to the student's personality, ambitions, ability and maturity. The jobs vary in scope, but all require contact with the buying public.

The student's work is cooperatively supervised by the store-management division and the teacher-coordinator, and his mark for employment practice is determined on the same basis. Incidentally, it is interesting to note that the students work on an average of thirty hours a week, in addition to the fifteen hours in school, and despite this heavy roster almost invariably do better school work than their former records indicate.

In addition to invaluable experience in a business situation, the pupil also receives the remuneration any other part-time worker gets on the same level of employment. Statistics for one of the fourteen classes operating in Philadelphia over a period of three years—1941 to 1944—will give some concept of the monetary value to the students and families.

This class, which handled one hundred and eleven individual students during that period, earned a total of \$35,723.82 and worked for a total of 88,213 hours. This averages out to a base pay of approximately 40 cents per hour. This is all the more amazing when one considers that the base pay back in 1941 was about 25 cents per hour for part-time workers.

The students are required to keep a budget and a cash record of their earnings and the way in which this money is disbursed. This gives them a greater sense of responsibility for their earnings and teaches them habits of record keeping and thrift.

It has been previously noted that the school work is conducted in a specially fitted classroom, and it may be added that the studies are all presented by one teacher who is experienced in the distributive field and trained for teaching in this field. The teacher-coordinator teaches and supervises the whole program in each school. This organization has many advantages, but the most important is the esprit de corps which is established between the members of the class and the teacher because the latter has the time to know the pupils' needs, abilities, and personalities very thoroughly.

The organization also lends itself ideally to cooperation with various projects in the school and the community. In some of the schools the entire war bond and stamp campaign is handled by the students of the distributive education class, thus insuring a continuous and adequate campaign without affecting the school program. The selling of tickets for games, plays and other similar projects is also expedited by the class.

Any selling project in the school can be readily handled by these students. Advertising and display schemes to push campaigns of various types provide another outlet for their abilities and experience. During War Bond campaigns these students have cooperated with local merchants by decorat-

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ing the windows of empty stores in the community with appropriate displays to further the drives.

A recent drive by the Conservation and Salvage Committee of the Philadelphia Council of Defense to have merchants donate outmoded merchandise to a clothing pool was implemented by all the distributive education students of the city, who polled all the local stores to make sure that they had complied with the request.

During the early days of the OPA regulations the teachers and students of distributive education familiarized themselves with these regulations and started an educational campaign in the community to acquaint merchants and consumers with the pertinent facts of rationing and regulations. The distributive education classes also cooperated with the OPA in its Retailers' Economy for Victory Program, by visiting shopkeepers and persuading them to shorten the opening hours of the shops. These students have made useful contributions to their communities in a wartime situation.

Many of the skeptics who favor the traditional type of vocational training continuously introduce a pessimistic note concerning the fate of such a program in peace time. The people involved in the field of distributive education have no qualms about the continuous success of the program in peace time.

Dr. Paul H. Nystrom of Columbia University's School of Business made the following assertion in a talk on the "Role of Retail Distribution in Postwar Recovery":

Example in Courtesy

It is easy to be courteous to the members of the board of education, the superintendent of schools, teachers, and adults in the community; but sometimes one neglects to respect the rights of young people. Youngsters appreciate being treated as social equals in this respect and respond by being more courteous themselves. A good example by a teacher is a fine teaching-learning situation.—C. H. JONES in *School and Community*.

As has already been seen, the average annual sales of each person gainfully employed in the retail business amounts to about \$7,000. Assuming that this ratio of sales to employees will hold in the post-war period, it may be seen that it will require more than 10,000,000 persons gainfully employed to carry on an annual retail business volume of 75 billion dollars. This means that there will be needed more than 4,000,000 more workers in the retail trades in the postwar period than were employed in 1939.

This statement exemplifies the vast opportunities in the field.

Concerning the cooperation of the local merchants with our program in the postwar period, it is interesting to note that many have already taken a stand and pledged this continuing cooperation. In a speech before the American Vocational Association convention, held this year, Carter Schaub, General Manager of the Philadelphia Sears, Roebuck and Company, said,

Vocational education in schools has proven of value in the present manpower emergency by helping retail stores meet their sales help problem. After the war my firm will continue to use students for part-time work.

Walter S. Chevallier, manager of Lane Bryant's Store, says,

I think the Board of Education has done a real job for retailing in Philadelphia and I am sure with our continued cooperation this idea should grow each year.

The statements of merchants contained in this article should be sufficient to convince even the most dubious person that the study-work program is here to stay and that business people hope it expands.

A Reason for Federal Aid

The Southern people have heroically risen from the ruins of war and reconstruction, and despite a great tradition, find themselves under severe economic handicaps which constitute a national economic problem. This section with 28 per cent of the population, receives only eight per cent of the nation's income and educates 33 per cent of the nation's children.—FRANK P. GRAHAM, quoted in *School and Society*.

THINKING

about personal

*An English teacher's program
of guidance in the classroom*

PROBLEMS

By
MARJORIE S. WATTS

EVENTS have been demonstrating with alarming pertinence that up to the present time the schools have not found a way to teach how to live among one's fellow men. What this means is that they do not teach how to think constructively about the daily problems of human relationships with which the average person is concerned.

What passes for thinking, with the average adult product of our schools, is likely to be subjective, biased, and conducive to either the wrong action or no action at all. When Jones tries to grapple with a problem, his "thinking" travels in a circle. "I must get the house painted because I might have to sell it," he starts. "But if I do paint it, I have to use money saved for vacation. That will make the old lady mad, then I'll get dyspepsia again. I can't let myself in for that, but I ought to get the house painted."

The Joneses live on in an unpainted, unsold house. Jones would claim that he has given the matter a lot of thought. The fact

is, he has given it a lot of fruitless emotion.

Consider also the dilemma of Mrs. White. She has moved several hundred miles with her children, Peter, fourteen, and Sandy, seven, and her husband, whose business necessitated the move. This is a change so radical in itself as to demand innumerable adjustments, particularly on the part of the children. Since Mr. White is a job slave with little time at home, the task of bringing up the children falls largely on the mother. She is a clever, charming, high-strung woman with an education including high school and two years of college.

Peter and Sandy were upon their arrival noticeably lovable, well-mannered boys. But the children of their new neighborhood, although from comfortable homes, are nearly all rude and boisterous, especially the girls of Peter's age. In just a few weeks Peter has absorbed some of their less desirable qualities. He is noisy, restless, impertinent, and rapidly being spoiled and taught sex by the biologically precocious girls. Sandy is for the present saved by his youth, but his brother's predicament obviously demands the most firm and delicate handling of which a parent is capable.

What does Mrs. White do about this situation? She worries aloud to her tired husband and to any sympathetic friend or neighbor. To Peter she expresses horror of his barbarous new friends and their effect on him. Peter's blanket observation is that she is "too serious". The one piece of action which his mother has taken is based upon emotion rather than thought, namely, to forbid him to bring these friends into the

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EDITOR'S NOTE: *For a number of years Miss Watts has been experimenting with a method of teaching English which she calls "the problem approach". She reports that it has been a lot of fun, that it has increased the interest and performance of her pupils in writing and reading, and that it has provided the pupils with continuous guidance on social and moral problems. The author is an English teacher and guidance counselor in the Bloomfield, N. J., Senior High School.*

house. Hence their play goes on in many nooks and corners without a trace of supervision.

Mrs. White has become so nervously upset that she has accepted an invitation to visit for several days in another town for a change. She has worried a great deal about whether she should do this, but it has been evident all along that she would.

This leaves the children to their own devices, save for the imperceptible influence of a part-time maid, from the time they are out of school until their weary father takes over in the evening. Mrs. White's chief rationalization in justification of her absence is that she expects to be better able to cope with her problem on her return.

Apparently no training in her better-than-average education has enabled Mrs. White to view this not unusual problem objectively, to analyze it, to draw conclusions of value to all concerned, and to act upon those conclusions constructively. If she had been so trained, she would have been able to reason that her presence was never so necessary to her whole family as now, that both she and her husband must find a way to spend time with the children and widen their horizons as to interest and more desirable friends; that any and all friends must be invited into the house, there to demonstrate their barbarities or their amenities and to be estimated by Peter and Sandy against their own background.

Like Jones, in fact like most of us when faced by a problem involving relationships with others, Mrs. White simply feels her way toward a solution through emotion rather than applying reason. The worst of it is that with this desultory, pitifully inadequate "thinking" we are satisfied. Though disappointed that things seldom work out right, we are fatalistic about it. "That's life for you." We commonly shudder at "highbrow thinking", as we are likely to label any purposeful analysis.

When hundreds of thousands of Joneses, supposedly mature, supposedly educated,

actually do not know how to think, one result is that personal counselors, sometimes with questionable qualifications, live off the fat of the land. But the more tragic consequences are such shameful commentaries on humanity as juvenile delinquency, race riots, and global war.

The average person harbors two delusions about living. First, he accepts most of his individual social problems as insoluble. Second, he considers that the intricate problems of society as a whole should be referred for solution to some sort of brain trust.

Now, these larger problems consist of individual problems many times multiplied. We are ready to admit that every housewife must now recognize the necessity of being able to take care of her own house. But destiny is demanding of us no mere superficial brand of self-reliance. For it is equally imperative that every living soul be trained to take care of his own personal problems of social and moral nature, to keep his own "house in order" in these larger respects. Only as each single person deals reasonably with his own race prejudice, political partisanship, religious bigotry, with all his relationships from the family on up, can we begin to dream of, much less glibly plan a world free from fear and war.

It would seem that faith of any educators who still claim that certain school subjects teach reasoning must be violently shaken nowadays. Notable examples of such subjects are formal grammar and mathematics. Listeners are of course struck with awe at the cool logic of a quiz kid as he extemporaneously solves a difficult mathematical question. But this is reasoning of a very narrow variety. The person exercising it is probably endowed with a special aptitude in which he has been specially trained. The reasoning power which he displays in mathematics may fail to function in his work in, for example, social studies.

It may even be true that this young mathematical wizard has little or no ability

to reason out the problems of his personal relationships. One of the most successful human beings of the writer's acquaintance, as regards such relationships, failed mathematics in high school. And a certain most precise mathematics teacher is utterly unable to think through her own vexing social problems.

A specific high-school subject teaches the kind of thinking essential to that subject, and only that kind. We have not the slightest shred of evidence that such subjects teach a general reasoning ability which can be transferred from one subject to another, far less from school subjects to problems in living.

Learning is never a passive, but an active process. A little girl learns to wash dishes by doing exactly that, even though she begins slowly and proceeds not without some initial casualties. A small boy on a farm learns to swing a scythe as soon as he can handle one by going through the traditional rhythmical motions with the real implement. Children learn these practical matters not by merely being told about them or reading about them in books, but by actual performance of the tasks.

This idea of "learning by doing", whose chief advocate in education has been John Dewey, has long since found its way into the classroom. As a result book knowledge is reinforced or even replaced by various types of laboratory and shop projects. Thus thinking is already being learned by school children, but only along specialized lines. Although these projects are of value in themselves, the student does not learn from any of them a thinking process which he can apply to his daily human relationships.

To illustrate, is there any activity in which he might learn how to decide what to do when a chum who cannot afford to fail a subject asks him for help during an examination? Which course will show him a reasoning process in case of a tragic misunderstanding with his father? In which

will he learn to figure out how not to be a spendthrift of time, money, or emotion?

The essential fact is that constructive social thinking is a skill in itself which can be developed, like any other skill, only by using it. Pioneering in this practice is now being carried on in certain high-school English classes in this country.

To illustrate, in one high school the principal and faculty have been racking their brains as to how to handle incipient vandalism by some of the pupils. The well-worn platform lecture in assembly falls on deaf ears because to those youngsters it is "old stuff" such as adults always seem to have to preach about. With their minds and feelings in a turmoil because of brothers and friends under fire somewhere overseas, the inviolability of Smith's lawn and garden seems a pretty insignificant detail.

Then an English teacher, by relating the matter to this very preoccupation with war, constructs the following problem in living for class discussion.

*"Life, Liberty, and the Pursuit
of Happiness"*

Sam and some of his chums seem to get fun out of racing across people's lawns, ruining their hedges by jumping over them, and tramping on victory gardens. In spare moments they sit in study hall pulling the seats apart or carving initials and weird designs on them. Yet these boys loudly condemn the vandalism of the enemies of the United Nations and feel extremely patriotic in doing so.

Now the teacher tactfully but firmly guides the discussion along analytical lines, opening it up by these observations. Sam and his chums no doubt believe that the United Nations are fighting for "life, liberty, and pursuit of happiness". Are they themselves fighting for it in their daily lives? If not, why don't they? How do they draw a line between the two situations?

Since Sam and some of his pals are probably right in the group, we are in for fire-

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works at the start. Sure, they believe in what the United Nations are fighting for, but there's no connection between those rights and the crabbiness of some old "bat" about his precious lawn. Some people are too fussy.

Could pupils who engage in such practices be called "saboteurs"? Nuts! Sabotage is done only by your enemies. This is only fun, and if anybody thinks war is fun, he doesn't have any brothers or friends in it! (This is an example of the type of non sequitur in which even "educated" adults indulge!)

There will be more of this purely emotional letting off of steam. The unalarmed teacher recognizes the necessity for its expression in order that everyone in the group will comprehend the acuteness of the situation. No problem can reach solution when only surface facts are known. We have to be informed of the full strength of the opposition if we are to meet it adequately.

Is it possible, the teacher pushes the analysis, to have a true and deep regard for our rights on a large scale unless we have the same regard for smaller rights? Should one feel as outraged at seeing somebody wreck a victory garden as at learning that the enemy has sunk a merchant marine cargo?

It is fascinating to observe how those who are naturally more capable of objective thought begin to make their ideas heard. Aren't both the Jap attack on Pearl Harbor and wrecking victory gardens trespassing? How can what Sam and his friends do be just fun, when somebody's hurt? (Voice of a die-hard! Who's hurt? Just a bunch of grass or weeds.) Yes, but the owner has spent money on seeds and plants. He expects to live on some food from that garden. That's why it's sabotage, especially in war time. Here a daring soul quotes the golden rule—with unashamed sincerity—and inquires, how would you feel if it was *your* property?

At about this point insistence is placed upon drawing conclusions as to what, specifically, can be done about the problem. The reason why so many such problems, even of adults, remain forever unsolved is that most of us bog down completely, if we have muddled along that far, on these purposeful conclusions. So in this thought training the teacher now asks for definite suggestions as to how Sam and his chums can turn their energies to constructive instead of destructive ends.

Sam and his friends may very likely make no commotion about their lost cause. They will either sit in unusual quiet and meditation, or else, indeed, be among those who make some of the final recommendations for the direction of surplus energies. These recommendations will doubtless include participation in sports, part-time jobs to help the war effort, and—practical irony!—care of lawns and victory gardens at home.

One of the convincing proofs that high-school girls and boys not only enjoy thrashing out these bewildering situations in their own experience but profit by it is that presently they are producing their own suggestions for discussion. Sometimes they try stating them, and with astonishing clearness, too. Sometimes a fellow says to his teacher, "I'm in a jam. Do you think we could use it for a problem? You see, it's this way—"

In these instances the result is problems like the two following, of common interest to many teen-age youngsters at the present time.

Easy Money

Jim's father complains that the boy doesn't know the value of money and never will be able to live within his income, no matter how large it is. Jim has never been given a regular allowance, but has been able to "gold-dig" freely from his parents. He now has far more than ordinary spending money because he earns war-time wages in a part-time job. In spite of this he still

runs into debt. When he asks for help in getting out, his father, though still lecturing, gives him extra money.

First, it is suggested, is Jim's father justified in his criticism of Jim, or is he in any respect at fault himself? In what ways might the parents have begun earlier to teach Jim the value of a dollar? What is the best way for parents to handle the matter of spending money for their children? Do you think boys and girls should earn money by sharing in home duties or should be given money just because they live there? If it is still possible for Jim to learn the value of money, what difference will it make to him in his future life?

The group concludes by making a plan for Jim and his parents to follow so that he will learn to live within his means and like it. At a recent session it was decided, first, that Jim should always have had an allowance, but that he should give some of his time to helping with family chores and should be required to save some. Second, Jim should now be taught to save some of what he earns for whatever it is he wants most, whether that is a car or an education. Third, he must understand that he is on his own; no more gold digging.

War Working Parents

Carl, who is fifteen, has a family consisting, besides himself, of a mother, a father, an older sister, a younger sister of twelve, and a younger brother of ten. All but the last two and Carl work in war plants. This situation makes it necessary for Carl to go directly home from school to do housework and keep an eye on the younger sister and brother, who are mischievous and likely to get into trouble.

Carl is fond of his family and wants to help. But he feels that the arrangement is unfair to him. He is unable to enter into after-school activities or get a part-time job himself. Since his parents and older sister come home tired, getting dinner and doing the dishes are his responsibility, and his

homework suffers. His school marks in five majors are therefore slipping fast.

The subject of war working parents is such a common one these days that the class will need for a starter no more than this question: What would you first like to ask about the fact that both of Carl's parents and his older sister work? Next comes, naturally: What is a fair way to decide whether his mother should be working? Would she be unpatriotic if she did not? If it is absolutely necessary for her to work, should the other children have a share in running the home? Would it have any value for them as well as for Carl if they did? Should Carl give up the idea of a part-time job? Of taking part in school activities?

Now, by way of summary: What actual steps must be taken by the whole family to bring about a solution which is fair to everyone? Generally the class concludes first, that the mother should work only if the family is badly in debt, which is not true in the present instance. Second, by dividing household chores, even if the mother is at home, Carl and the others will not only learn to share responsibility but all will have some free time.

These plans demand the kind of thinking which alone develops integrated individuals capable of building a workable society.

To socially desirable thinking there is no indirect method, no short cut. We may train masses for military victory, but unless we also train the individual in moral perspective as never before, we shall celebrate that victory by social conditions so unspeakable as to engulf even a victorious nation.

The current wrangling over the relative values of technical training and training in the humanities is an ironic commentary on the thinking of our leading educators themselves, who fail to see the woods for the trees. If they were able to recognize the prime factor in their problem, namely, the dire need for education in socially constructive thought, they would realize that both

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Why not let the child learn the wisdom of the classics while at the same time he learns to interpret that wisdom in terms of his own life? Can he not arrive at a comprehension of unchanging truth while he works part time with precision instruments in a defense plant, alongside a boy of another race?

In his book, *Liberal Education*, Mark Van Doren states that education is concerned only with the intellect. But this concern is with a new and vastly wider use of the intellect than that of yesteryear. The child must be shown how to acquire a philosophy, not to be shelved for occasional reference like an encyclopedia, but to function spontaneously and continuously every day of his life. "Instead of testing educational development only in terms of subject matter absorbed or creative work accomplished," comments James Marshall in *The Saturday Review of Literature*, "we should also test students in terms of social adjustment, in terms of the mutual respect they exhibit for each other's differences and needs."

We must prod ourselves to the comprehension of the truth that though the schools, struggling out of their Laocoon involvements, do devote more drill to fundamental skills, we may still be as helplessly unready for peace as we were for war. It is entirely possible to produce experts in mathematics, science, English grammar, and at the same time produce a fascist state. The difference between fascism and democracy lies not in degrees of knowledge and technical skill; it lies in education for straight thinking. It lies in the training of every individual to work out just and satisfying relationships in every group of which he is a member, from the family throughout society.

The magnitude of the task of teaching our children how to think is appalling. But we may take heart that at long last a way and a will to do it are developing. The practical approach to the discipline of the mind is one sanguine evidence that the schools themselves are coming of age. For they are learning to see clearly the real nature of their supreme problem and to solve it by constructive action.



Writing Assignment: Frequent Paragraphs

In these days of stress and strain, of extra duties of all sorts for the high-school English teacher, I hesitate to suggest more writing assignments. Certain it is, however, that high-school graduates—and university freshmen and soldiers recently inducted into the Army—continue to write poorly, inadequately.

Certain it is also that the best way for young people to acquire facility, competence, and confidence in writing is by writing. About the only way for the expression levels of the high-school graduate to be raised is for the student to write—and the instructor to correct. Themes, themes, themes should be the slogan. But the themes need not be long, if the practice is constant. More can be accomplished by the writing of a single paragraph, not over a page in length—even of only half a page—twice a week, than by the student's attempting to

write a paper of half a dozen paragraphs twice a month.

Paragraph writing, and the paragraph study which should accompany it, will furnish the teacher with a means of covering much ground; of inculcating indirectly many principles of expression; of developing facility and confidence in the teen-ager who is shortly to graduate and may find himself woefully pen-tied as well as tongue-tied. Moreover, paragraphs may be corrected quickly by the instructor and returned to the writer. More effectively still, they may be read in class for suggested changes and corrections by the students. The verdict of his contemporaries—be it praise or sharp, adverse criticism—often has far more influence in making a student strive to do well than any grade the instructor may give.—CORNELIA P. KELLEY in *Illinois English Bulletin*.

DEAR ELSIE:

By
ROSAMOND McPHERSON

The state inspector was here

Central High School
April 3

Dear Elsie,

Whatever school teaching is, it is never dull. For years now I have anticipated settling down to a routine, but just when I begin to feel comfortably adjusted, a faculty meeting stirs up the school, or a new blast comes out from the administrative offices. This week the excitement was caused by the appearance in Centralia of the state inspector of schools.

Every two years in our state, as you are doubtless aware, a squad of inspectors deploys from the state department of education to visit the schools in order to see what the girls in Ipswich and Coldwater are doing.

I have never seen inside the state inspector's notebook, but from what I have observed it must contain items like this:

1. Library
2. Playground
3. Teachers—preparation
4. Cooking utensils
5. Teachers—posture
6. Blackboards—clean or dirty.

With a much longer list than this in his hand, the inspector descends suddenly on the school that is least expecting him. Into



EDITOR'S NOTE: *When the little black book was carried from room to room, all of the teachers knew that the state inspector was in the building, and promptly began to do some teaching that was teaching. All of the teachers knew, that is, except Sarah Small. And sometimes ignorance is a very dangerous thing. The author teaches in Wilbur Wright High School, Dayton, Ohio.*

and out of assorted classrooms he flits, three minutes here, five minutes there. Then he departs to write up his report.

I can just imagine the governor breezing into his office some morning, calling out to the state inspector and saying, "Well, now, John, what have you to report on the school situation in our commonwealth?" and John replying, "Sir, I wish to report that the situation is very good. If you will consult the mimeographed report I submitted to the state director of education, you will find that out of 125,758 teachers examined, 74,356 were standing by the window, 23,827 were standing by the desk, 27,574 were sitting at the desk, and only one, a Miss Mary Sweeney of Centralia, was not in her room at all. This shows, on the whole, a very upstanding attitude on the part of the teachers of our fair state."

Now this is of course during a Republican administration, Elsie. When the Democrats are in, as they have been for several months in our State, the emphasis would probably be shifted to the sit-down attitude.

At any rate, yesterday afternoon over cokes the news came out that the state inspector was in town, having unexpectedly walked in on Ethel Collins when she had her shoes off.

That is one thing I like about Central, Elsie. We have desks with enclosed fronts. At Jefferson I had to sit prim as on a street car, since the desk front was open. But here at Central I can spread out all I want to with nobody being the wiser.

Poor Ethel, who is teaching at East High, was taking advantage of the closed desk front when the inspector walked in. Contrary to what you are imagining, she was able to get her shoes back on, even without

diving under the desk, but the inspector saw the relaxed, comfortable expression on her face before she saw him. He reported it to the principal.

Thus we discovered that the inspector had come to town. We all speculated on the school to be stricken next.

The restroom at Central this morning was a wasp's nest. I asked what the inspector would be looking for when he came. Leda Adworthy, who has survived 15 of these biennial visitations, said you never could tell; the one two years ago liked to hear the teacher doing most of the talking and to see much writing on the blackboard. But since there has been a change in administration recently, with a consequent upheaval in the department of education, nobody knows whether this year bare blackboards and inaudible teachers are more to be desired than much fine gold, or not.

Just then Sarah Small's popping into the room caused the conversation to die off immediately. Nobody ever tries to tell Sarah anything.

Leda and I started down to our rooms together. "I'll watch out the window. If I see the inspector arrive, I'll send you word by the usual method."

I went into my room. I adjusted the window shades, changed the date on my desk calendar from January 6 to April 3, and set about the unending chase of the correct case of pronouns.

Shortly thereafter the door, which is behind my desk, opened. I repressed a nervous leap and refrained from looking around. Finally I became aware of a child standing beside me. Wordlessly she handed me a Bible. Then she silently stole away.

I beckoned Mary Smithkins to approach. "Take this book to Miss White, Mary, and tell her to pass it on."

"Yes'm." Mary's six-inch skirt blithely tripped out of the room.

Earnestly I turned back to the pronouns. The sound of the door opening caused prickles up my spine again. I turned with

an assumed air of indifference to see who was at the door. But it was Mary Smithkins returning without the Bible.

The period wore to its close. The bell rang without the doorknob's ever having been turned. Thankfully I snatched up my purse and hurried down the long corridor toward the cafeteria.

When I stopped in the restroom on the way, I found Sarah Small muttering over the wash bowl. Leda, who came in after me, and Martha Levulose, who was drying her hands just as I entered the lounge, stopped to hear her story.

"I get so darned tired of book agents!" Sarah snapped. "I told Mr. Evans just last week that the very next one who put his head in my room was going to get a piece of my mind."

Sarah is very generous with her mind, Elsie; she is always giving pieces of it to somebody.

"So I certainly told the one that came into my room this morning where to get off!"

"Book agent?" Leda asked. "Was there a book agent here, too?"

"There certainly was," Sarah answered. "I was right in the middle of a particularly inspiring passage in the *Lady of the Lake* when bang! the door opened and this little fellow popped in.

"I stopped reading and waited, but he just stood there. So I said, 'Well, young man, what do you want?'

"He said, 'Nothing in particular. If you don't mind, I'll just sit down for a while.'

"I said, 'But I do mind. I'm at a very crucial moment in the *Lady of the Lake* and I do not care to be disturbed by people fanning in and out of the room all the time. Besides, it will do you no good at all to wait, inasmuch as I do not intend to buy any books at all this year!'" Sarah gave her soapy hands a vicious flip.

"So," she continued, "he smiled vaguely and went out. I bet he'll never bother me again."

Leda and I stared at each other mutely, like stout Cortez and all his men in the sonnet. Martha Levulose said, "Was he short and youngish with a gray striped suit?"

"That's the one," said Sarah. "Was he in your room, too?"

Martha nodded and left the room very rapidly. With one accord Leda and I departed also. Sarah, you will remember, is the type of teacher who knows everything. You can't tell her a thing. So we never try. But at the thought of Sarah putting the state inspector of schools out of her room, our school-teacherish dignity collapsed and Leda and I went howling to the cafeteria, reeling along the hall.

The inspector, I discovered later, confined his visit to the second floor entirely. Mr. Evans made the rounds with him. After the inspector had gone, Mr. Evans called a faculty meeting. He was smiles all over.

"I just want to tell you what the inspector said about our school," Mr. Evans announced. "We started down the second floor hallway together. When he came to Miss Levulose's doorway, he went inside while I waited in the hall. He came out in about five minutes. 'Very fine school,' he said.

"Then he went into Miss Howitzer's room. In about three minutes he came out, saying, 'My, I believe you have the finest high school in Centralia!'

"As we walked on down the hallway, he saw Miss Brown's doorway open, so he slipped inside her room. When he came out a few minutes later, he clapped me on the shoulder and said, 'You have the finest high school in this state.'"

By this time Mr. Evans himself was smiling as broadly as a July sun. "And finally," he continued, chuckling, "he went into Miss Whiteside's room." He paused. Everybody looked at the blushing Miss Whiteside. "I don't know what she was doing in there, but when the inspector came out he said, 'Mr. Evans, I want to congratulate you. I tell you without any reservations whatsoever that you have here the finest high school in the entire United States!'"

The faculty applauded with abandon. There was a slight disturbance while two of the men carried out Sarah Small, who had suddenly fainted.

The fainting broke up the faculty meeting, but we all emerged into the April air feeling very superior. Won't that news make Ethel Collins feel like two cents?

Affectionately,

Mary S.

The Most Critical Job

If we will be honest about our schools, and get behind our empty repetition of high-sounding phrases to the actual facts, we shall realize that we have a big and, to my mind, fundamentally important, job to put our schools in order—federally, by states, and locally. We betray the shallowness of our own social intelligence when we allow a situation to arise in which it is more profitable to work in a factory than to teach in a school. A sane democracy would realize that the most critical job being done within it is the training of its children and it would see that teachers have the best possible training for their work and then the highest degree of financial security that can be given them in return.

Apart from the wide meaning for our total society, our own love for our children, our appreciation for their worth, should prompt us to be satisfied with no training for them that does not provide for the maximum personal attention they can receive. Even if we have no children of our own, or do not use the public schools, we should realize that our own security is tied up with the improvement of our neighbors' children.

It is time to have done with measuring education in terms of how much money we can save and how low we can keep the tax rate, and to begin to think of it in terms of what opportunity it offers for providing us with informed citizens.—FRANK KINGDON quoted in *New York Teacher News*.

COORDINATING *Huntington Beach plan* Youth ACTIVITIES

By
W. MELVIN STRONG

THE HUNTINGTON BEACH Union High School District, in California, covers about 64 square miles and serves a population of about 25,000 people. Towns in the district include Huntington Beach, Ocean View, Midway City, Westminster, and Seal Beach. The union high school is located in Huntington Beach. The communities have their own elementary schools.

In October 1943, a speaker at the Huntington Beach Rotary Club (which also draws its membership from the union high school district) talked on America's Youth Problem. He stressed the increasing delinquency rate and the urgent need for doing something about it. This talk, plus an already active interest in their own children, led the members of the club to authorize their Boys' Committee to study local youth conditions and to prepare a report for the club along with recommendations that the club might care to adopt and carry out as

a future youth project in the district.

Within a few weeks this committee recommended that a Youth Council be formed, to include one or more individuals from each community of the union high school district; and that a suitable person be employed as coordinator of youth activities for the district. The relationship between this youth council and the coordinator was to be about like the relationship between the school board and the superintendent of schools.

Mr. M. G. Jones, superintendent of the union high school district, was a member of this Rotary Club Boys' Committee, and he agreed to present the problem of employing a youth coordinator to the high school board for their approval. Board members gave their unanimous consent, and I was employed as Director of Youth Activities.

TWO OBJECTIVES

We decided to begin this new job with two over-all objectives in view. One, to discover what youth activities and organizations were already underway in each community of the district and to encourage them and enrich them as much as possible. Second, to discover what additional activities and organizations were wanted and needed in each community, and, on the basis of available supplies and leadership, proceed to introduce such activities and organizations.

Each member of the Youth Council, made up of individuals from each community, became chairman of a community youth council composed of representative youths

EDITOR'S NOTE: *About a year ago the Huntington Beach Union High School District employed Mr. Strong as coordinator of youth activities for all of the district's communities. Mr. Strong worked with the individual communities of a union high-school district which covered 64 square miles. The recreational improvements which he encouraged in each community were financed by that community. In this article the author explains the plan that was developed, and reports on the many improvements in recreational activities and facilities that may be credited to the centrally directed program.*

and adults from his respective community. Many community planning meetings were held, all attended, of course, by the Director of Youth Activities.

It soon became evident, in May 1944, that both immediate and long-range programs were necessary, and that "youngsters" should be included, as well as youth.

With summer coming on, the immediate need was for supervised playgrounds in each community. Besides playground activities we planned to include crafts, summer-camping programs for scouts and Y clubs, softball and baseball leagues, and some dances and parties. The immediate job of the coordinator, therefore, became one of selling local communities on supervised playgrounds, then arranging for playgrounds, equipment, supervision, and financing of the program by the local communities involved.

Elementary-school boards of each community were cooperative in making available school playgrounds, some equipment, and some funds from their budgets for supervision. Lions' Clubs, Chambers of Commerce, Women's Clubs, and other organizations and individuals aided in various ways. We proceeded on the assumption that playground supervisors should be physical-education teachers or majors, or otherwise well trained for such work, and that they should be paid for their services to the community.

Local communities were expected to meet the financial needs of their respective communities out of school funds, contributions, taxes, city council funds, or however they desired. Comprehensive insurance policies carried by most districts covered such summer activities. One district had a rider put on its policy for this purpose.

A fairly successful summer program was carried on in the afternoons for younger children, in the evenings for soft ball players and fans, and every evening at the high school for those who desired to attend. Last summer's program culminated in a

Junior Fair—part of the annual Country Fair of Huntington Beach—where there were hobby displays, handicraft exhibits, and a pet parade. We plan to extend this program to include beach activities, a rifle club, an archery club, a summer band, talent shows, a dramatic club, and a horse-back riding club.

Our long-range, year-around program is designed to supplement the work of the schools, the church, and the home, and is centered around boy scouts, senior scouts, cub scouts, girl scouts, Hi-Y clubs, Tri-Y clubs, girl reserves, De Molay and Job's Daughter groups, 4-H clubs, teen-age-clubs, such other clubs as Junior Red Cross, First Aid, boys' athletic, etc., according to the needs and interests of any group of young people. At the high school, swimming, ping pong, shuffle board, basketball, soft ball, badminton, dancing, volleyball, and corrective room activities are available two evenings a week.

THE DIRECTOR'S WORK

The time of the Director of Youth Activities is spent in planning, organizing, and initiating new troops, clubs, and other organizations as are needed, and encouraging and enriching the ones that are already underway. As finding sufficient volunteer leaders who are capable of handling and improving their work is the major "head-ache", leadership-training for scouters, Y-club leaders and members of teen-age-clubs, 4-H clubs, etc., is an important part of the program.

Some of the director's time is given to activities of a promotional nature. He should welcome opportunities to talk, on a variety of subjects, before service clubs, PTA groups, civic leaders, school boards, etc., so that he can broaden his field of acquaintances and gain the confidence of parents and patrons. He should be willing for desirable youth activities to be sponsored outside of his program, even if he gives time and effort, without recognition,

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to their support. It is surprising what you can get done in a community if you don't care who gets the credit, and only want to see the job done.

Our chief aim in this program is to fill the leisure time of young people with wholesome and purposeful activities. We

believe that the hour of leisure becomes the hour of danger in a young person's life and that by providing things for him to do during his leisure time we not only can keep him from delinquency but can make life more worth the living for him in the process.

* * * FINDINGS * * *

PREPARATION: Higher salaries mean better prepared teachers, according to a cross-section survey of 3,000 teachers in New York State, reported by Mary A. Burke in *New York State Education*. Only 61% of teachers who make less than \$1,500 a year attend summer sessions, while 90% of those who make \$3,000 or more attend. Only 11% of the low-paid group had attended summer sessions 3 or more times, as compared with 45% of the high-paid group. While 33% of the low-paid group attended extension courses, 70% of the high-paid group did. Experimentation as a means of professional growth was reported by about half of the low-paid teachers, and three-fourths of the high-paid teachers. Amount of travel, domestic and foreign, was closely related to salaries. More than half of the low-paid teachers have had "no travel at all". The report considers higher salaries as a cause, rather than a result, of better teacher preparation, and no doubt much can be said for that point of view.

PLANT: "Unsafe, unhealthful, and costly" are terms that Wilfred E. Clapp, of the Michigan Department of Public Instruction, applies to the many obsolete school buildings of the State in *Michigan Education Journal*. More than 20,000 Michigan pupils in 1942-43 went to school in buildings, of 4 or more rooms, that were more than 60 years old. More than 144,000 pupils in

the same school year were taught in 4-room or larger buildings that were erected before World War I. These old structures present many serious fire hazards, as they were built before modern ideas about fireproofing and safety design were prevalent. Among the dangers to pupils' health in such buildings are poor sanitary conditions, outmoded heating and ventilating systems, and poor lighting facilities. Construction and location of classrooms are "obsolete educationally". Mr. Clapp states that such buildings are uneconomical to operate because they have much wasted space, and heating costs are high.

PUPIL LIBERALISM: How democratic or progressive are the personal opinions of high-school pupils on current issues? In Long Island City, N.Y., High School, where surveys have been made in social-studies classes, the majority of teachers who studied the results were not too happy about them, states Louis Schuker in *High Points*. The latest test offered the pupils 26 statements with which they were to agree or disagree. Some 685 pupils in freshman, junior, and senior classes took part. Results showed that there was no vast difference in responses of freshmen and seniors. On some questions freshmen scored a higher per cent of "democratic or progressive" response than seniors, although the seniors seemed to have a slight edge in the totals for all questions.

Following are the subjects of some of the 26 statements, followed by the per cent of "democratic or progressive" response for all pupils:

Definition of good citizen as tolerant believer in democratic principles, 90%. Hatred against minorities, 92%. Most Jews are Communists, 63%. Basic war issue, 72%. Hitler is right, 72%. Vigilanteism, 77%. Most Jews are bankers and control the world's money, 42%. We should not help the Soviet Union fight against Germany, 72%. Equality for Negro, 76%. Unions are rackets, 69%.

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

How Valid Are Pupils' SELF-EVALUATIONS?

By CLAUDE MITCHELL

AT LEAST ONCE a year to every school administrator, whether in the secondary school or in the college, comes that unknown group of individuals known as the in-coming freshman class. The quantity of this group is definitely known but the quality is rather uncertain and unknown. In this group are always those who will be able to do the work of the school without much special attention; those who will need much attention; and finally those who will not succeed even with all the attention that can be given them.

It is very reasonable to assume that most of these school administrators have felt for a long time that there should be some method of evaluating these pupils and discovering those who will need the extra attention as early in the game as possible. Perhaps even here "A stitch in time might save nine."

It is true that studies have been made in which correlations have been computed between scholastic success in high school or college and intelligence-test scores, or between elementary-school grades and high-

school grades, or between high-school grades and college grades. Each of these has been credited with some degree of validity—but there are still some exceptions.

For some time the writer has felt that there might be some value in pupil self-rating or evaluating scales or in attitude scales for predicting the scholastic success of pupils entering high school or college. At least, these scales might furnish additional angles from which to forecast performance in high school or college.

Accordingly, a pupil self-rating acquaintance blank with eight items was prepared: Application, Ability, Accuracy, Deportment, Effort, Health, Initiative, and Interest, listed on a five-point scale. In addition the pupil was asked to indicate his decile standing in ability and also what he felt his achievement decile standing would be at the end of the school year.

A copy of this blank follows:

ACQUAINTANCE BLANK

Since you should have some ideas by this time about your future, what kind of work do you expect to do after you leave high school?

In the following list of subjects place the number 1 before the subject you like best, the number 2 before the one you like next best, etc. Place an x before the subject you dislike most and an H after the subject in which you received the highest grades.

Mathematics or Arithmetic
English
Science
Vocational subjects
History

To which of these classes of pupils do you think you belong? (Check the class)

Those pupils who learn very easily but forget easily

EDITOR'S NOTE: *The author states that one of the important things that should be learned about an incoming freshman class is: Which pupils are going to need attention and help in order to get through high school? He had a feeling that there might be some value in that respect in having the pupils evaluate themselves. He prepared the self-evaluation forms explained in this article, and herewith reports on their effectiveness. Mr. Mitchell is superintendent of schools in West Newton, Pa.*

Those pupils who learn very easily and remember very well

Those pupils who learn with difficulty and forget easily

Those pupils who learn with difficulty and remember well

Here you are given a chance to tell what kind of a student you feel you are. It will help us if we know from the beginning what to expect from you. Other people often check you and form an opinion about you. Here is your opportunity to rate yourself and make your acquaintance. Read these very carefully and put the check mark in the block which best describes you. (Choices were "Never", "Seldom", "Sometimes", "Often", and "Always".)

Application: Do you begin work on time and keep at it until it is finished?

Ability: Are you able to do school work and pass in all subjects?

Effort: Is the work that is assigned to you prepared and finished on time?

Health: Do you feel well and eager to work?

Initiative: Do you need help and must you be told what to do and when to do it?

Interest: Do you ask questions and bring materials to class to interest all?

Accuracy: Do you do your best, when you do a task, to be accurate and neat?

Deportment: Can you prepare your lessons and do your work without annoying others?

Which type of study do you like best? (Check it)

Where you must commit things to memory

Where you must do some real thinking

Where you read a great deal to learn what happened in the past

Where you search for different things in nature and learn about them.

If it were possible to take the entire class to which you belong in high school and arrange the pupils in order, with the best pupils at the head end and the poorest at the foot end and you were in the group, where do you feel you would stand? Since you know yourself better than anyone else, grade yourself according to these instructions. Place an x above the position which you think would represent you if the pupils were arranged from the brightest to the poorest. (Here followed a chart, containing 10 "stick figures" or symbols for pupils. The left end of the row of figures was indicated as "Head end", the right end as "Foot end".)

At the end of the year if your class were again arranged in order of standing of the pupils, with the pupil at the head end who made the highest grades and the pupil at the foot end who made the lowest, where would you then stand? Put a check

below the pupil which you think will represent your position at the end of the year.

As a still further check an "Attitude Toward School and Education" scale, containing twenty items, was compiled and administered.

A copy of this scale also follows:

YOUR ATTITUDE CHECK LIST

(Pupils were asked to answer each of the following 20 questions by placing a check in one of 5 columns headed "Yes", "It may be", "I don't know", "I don't think so", and "No".)

1. Do you believe that the time spent to obtain a high school education is well spent?

2. Is a high school education more valuable today than when father was a boy?

3. Do you believe that it is wise to remain in high school when jobs outside pay such high wages?

4. Is it entirely of your own choice that you are attending high school?

5. Up to this period in your life would you say that you have liked to attend school?

6. Do you feel that employers are unreasonable when they demand a high school education from those who apply to them for positions?

7. Is it easy for a person without a high school education to make his way in the world today?

8. Should your parents insist that you attend high school when you do not desire to do so?

9. Does the person who has graduated from high school have a better chance to get a position than one who has not?

10. Do you feel that you have learned how to study effectively?

11. Is the person who has graduated from high school better fitted for the army than one who has not?

12. Do you believe that it takes too long a time to complete a high school education?

13. Is the high school the best place for youth between the ages of 14 and 18?

14. Would you like to go to college after you have finished your high school work?

15. Do you believe that America and the world are suffering from too much learning today?

16. Some people claim that the world is suffering from lack of learning today. Do you agree with them?

17. Do you believe that as the years come and go more education will be needed to live successfully in the world?

18. Do you believe that it is very necessary to be regular in your attendance if you desire to succeed

to the full extent in your high school course?

19. Do you expect to take up work where a high school education is necessary when you leave high school?

20. Bing Crosby has advised all youth to forsake their jobs and return to school. Is he right in this?

The scores in Self-evaluation and School Attitude, the Ability Ranking, the Predicted Achievement Ranking, and the Elementary School Achievement Test scores were then correlated with the scores on the Otis Self Administering Intelligence Test, the high-school grades for the first six-week period, and an intelligence test of the writer's own construction, in which the reading factor so heavily weighting most of the other intelligence tests has been entirely eliminated.

The value of these correlations is given in Table I.

TABLE I
VALUES OF CORRELATIONS OF VARIOUS METHODS OF PREDICTING SUCCESS OF PUPILS
IN HIGH SCHOOL

	El. School Ach. Test	H. S. Attitude	Self- Evalua- tion	Ability Ranking	Achieve- ment Predic- tion	Otis Scores	Local Int. Test Scores
First Period H. S. Grades	.88	.31	.16	.03	-.50	.54	.52
Otis Intell. Test Scores		.12	-.05	.11	.15		.83

Of the methods for predicting success in high school, the scores on the elementary-school achievement tests seem to have most value. Next in value are the scores on the intelligence tests. Self-evaluation scales and self-rankings seem to be of little value in predicting high-school success. In fact, attitude scale scores seem to have more value

in these predictions than pupils' self-evaluations and rankings. Strange to say, the correlations between the pupil's predicted achievement and the actual grades achieved is $-.50$, and that between his predicted achievement and his intelligence test scores is $-.05$. In brief, the correlations between the pupils' self-evaluation predictions or rankings are either very low or negative. The highest of these correlations is only $.16$ while the negative correlation of $-.50$ is found between the pupil's actual achievement during the first period and his self-predicted achievement.

Whether some of these predictions are defense mechanisms set up by the slow or inferior pupil is open to question, but some of the individual scores seem to indicate such. If this group is a fair sample, the results of this experiment do not offer much

hope for self-evaluation and acquaintance blanks.

The best criteria seem to lie in the field of final achievement tests in the elementary schools and in intelligence tests, and in the realm of the intelligence tests the predictive values do not differ very much between the different types of intelligence tests used.

Some years ago Ayer actually listed one thousand duties of the high-school principal. Some of them, fortunately, are seasonal and of rare occurrence; but when these are subtracted there remain literally hundreds of duties which compete for his attention.—
THOMAS H. BRIGGS in *Teachers College Record*.

"GRADES DON'T MEAN ANYTHING"

By
JOSEPHINE FRISBIE

THE DOOR of the girls' counselor's office opened slowly. After-school noises crowded in. They were louder than usual. Voices were pitched higher today. The smell of perspiration was more acrid. For this was report card day.

Miss Stevens stopped writing her report and looked up as a girl hesitated just inside the door.

"I'm sorry to bother you," she said timidly. Miss Stevens smiled.

"Come in, Doris. How did you get along today?"

The minute the words were out of her mouth, she was sorry she had spoken.

Doris began to sob.

"I really tried, Miss Stevens. I really did."

She began hunting in the little red purse that was so stuffed that the zipper could hardly close.

Miss Stevens reached in the top drawer of her desk and pulled out a sheet of cleansing tissue.

"Here," she said, "sit down and tell me about it."

She looked at the report cards that Doris put down in front of her.

"I really tried, but my brother was sick and I had to stay home with him because my mother was working, and then I got the

flu, and—and—" she struggled to regain her composure, "and I never did do very well in school anyway—"

Miss Stevens looked at her. Her hair was done in a too high pompadour. There was a spludge of lipstick on her front teeth.

"It won't help any to cry about it," Miss Stevens said, trying to keep a sharp note out of her voice. "It isn't the end of the semester. There's still time."

The girl looked up.

"And when my mother sees those cards—" she shuddered. "I wish I didn't have to take them home."

"Have you talked to your teachers about your grades?"

The girl shook her head.

"Well, why don't you go up and see Miss Smith right now about your English. Maybe she can give you some suggestions that will help you improve your work. After all, these grades aren't failing."

Doris dabbed at her eyes with the wet little ball of cleansing tissue.

Slowly she rose.

"Right now?" she asked.

Miss Stevens nodded. "I would. Then come back tomorrow and tell me what you find out."

Doris backed away thoughtfully. "Well, if you think I should—oh, excuse me," she said as she almost collided with a woman at the door.

The woman was Miss Alexander, the math teacher. She shut the door with decision.

"My, this building's noisy today," she began. She sank into a chair. "Whew! I'm glad today's over! I just got through with a session with Bill Salton."

EDITOR'S NOTE: "In spite of all we say," writes Miss Frisbie, "and in spite of all we hear at educational conferences, I'm inclined to believe that the condition described in this sketch is the one that prevails in most of our high schools." The author teaches in Central High School, Omaha, Neb.

Miss Stevens expressed surprise. "I thought he was a good math student."

"He is. He's got a good mind. But he thought he should have had an 'A'." She went on defensively. "As I explained to him, it's a simple mathematical matter. Tests count a third, daily recitations a third, and daily papers count a third. His average was exactly $91\frac{1}{3}$. And to have an 'A' his average had to be 93. It's as plain as the nose on your face."

Miss Stevens nodded. "Sometimes I think we make too much of an issue of grades," she said thoughtfully.

Miss Alexander nodded again. "And do you know why he wanted an 'A' so badly? His father had promised him five dollars for every one he brought home. He finally admitted that that was what was really bothering him."

She sighed and leaned back in the chair, only to come to abrupt attention as the door opened.

"Sit still, Miss Alexander," Mr. Nims said. He was the principal.

"I just wanted to ask you, Miss Stevens, if you could give me the names of four or five girls. Simpson's Department store called. They want some high-school girls to work after school and Saturdays during their spring sale."

Miss Stevens pulled out a drawer of the standing file beside her.

"Just drop them in on my desk before you go. You don't have to tell me this minute."

Miss Stevens stopped him. "Did—did they say anything about grades?"

Mr. Nims shook his head. "No, grades don't mean anything. They don't have to be top-notch students, but—" he added almost too casually, "Mr. Simpson said they had no objection if the girls had all 'B's or better. He emphasized the fact that they must be dependable."

Miss Alexander made a move to go.

"It won't take you long, will it?" she asked. "Some of us are going down to the

tearoom for a cup of coffee. You've got to do something after a day like this! I'll wait for you in the teachers' restroom."

Miss Stevens looked at her list of girls. She regretted that she could not include Jeannie's name. She would make a charming salesgirl, but with a failure in English and one in history, it might not be wise. So she closed Jeannie's folder and put it back in the file.

Just as she finished writing down the last name, the door swung open and a tall, blond girl in a pink sweater and skirt danced into the room.

"Look, Miss Stevens, I did it! I did it!"

She held her five report cards like a fan and took a couple of dance steps, holding the cards out so the "A's" were all visible.

"I'm so happy!"

Miss Stevens looked at her. Sally was a beautiful child. A pair of silver wings were pinned on her pale pink sweater. Her pleated wool skirt looked as though it had just come from the cleaner. How could anyone look so fresh after a day in this dirty building?

"Why, I'd be surprised if you didn't. Haven't you always made all 'A's'?"

Sally laughed. "Yes, I have, but you know, Miss Stevens," she said thoughtfully, "sometimes for several days before report cards come out I'm so nervous I can hardly stand it. Sometimes I think I may not even pass."

Miss Stevens shook her head. Sally was the pride of all her teachers. Not every girl could be president of the senior class and keep up a scholastic record like hers.

"If I can do it three times more—" Sally held up three fingers, "I'm all set for Vassar next year. And I think I can—I think I can!" She danced out of the room.

It was very quiet after Sally had left. Miss Stevens checked her list and dropped it in at the principal's office on her way to the restroom.

Four teachers were waiting. They jumped up when she opened the door.

"Let's go," they said. "Let's get out of here!"

Together they walked out of the building and down the street.

Miss Terin, the homemaking teacher, took a deep breath of fresh air.

"Grades, grades!" she moaned. "I want to forget there ever was such a thing!"

"Cheer up, Olive," said the history teacher. "Grades don't really mean anything."

"You're right," broke in Miss Alexander. "You're absolutely right. I don't see why people get so excited about them. Grades don't mean a thing."

Miss Stevens looked sideways at her companions. Words tumbled out as effortlessly as that piece of white paper skated along the street in the wind. Did they realize what they were saying? How could intelligent human beings speak so glibly when

every action, every circumstance contradicted their words?

She started to say something and then stopped. They would think she was crazy.

"Why don't we try that new place over on Nineteenth Street?" Miss Terin suggested. "Anybody want to?"

Miss Stevens stopped suddenly, and they all turned to look at her.

"I just remembered," she said. "I have to be home by five thirty. Would you excuse me tonight? I really must—"

A few minutes later she was standing by herself at the bus stop. Even the grinding of the streetcar rounding the corner seemed to pick up the refrain: "Grades don't mean anything—not a thing."

But Miss Stevens hardly heard them. She was looking straight ahead, trying to peer into that unfathomable darkness that is the inconsistency of man.



Community Counseling Services

How abrupt or how difficult will be the transition from war to peace no one can now predict. However, we do know that it will involve the reorganization of community life on a peacetime basis; the reorientation of war workers in the community to peacetime occupations; the resettling of individuals who left their communities for work in defense plants and who will not be reabsorbed—or desire to be reabsorbed—in the peacetime production of converted defense plants; the readjusting of women now in industry to home life, to developing new skills, or to readapting old skills to new types of work; and the readjusting of service men and women to peacetime living after varied experiences around the world.

If 30,000,000 individuals are involved in dislocation arising from this transition from a wartime to a peacetime economy, between 20 and 25 per cent of the total population—approximately one-half of the entire labor force—must be considered. Thus in a community of 1,500 inhabitants, about 300 to 350 individuals might be involved. Should only half of these individuals desire community adult counseling services, a sizeable problem presents itself.—*Occupations.*

War Job Aftermath

These young people without skills, with one, two, or three years of high-school education, will generally be the first to be released when there is again available an adult skilled labor supply due to the demobilization of the armed forces and the shift of war workers from defense industries. What will happen to this vast army of unemployed, unskilled young people, unless we plan for them?

During this war period young persons have been sought after, catered to by employers, paid high wages such as their fathers had not known, and have had few demands made upon them. It is no unusual statement for a young boy to refuse a job of seventy cents an hour "because the pay is not high enough". What will happen to these young people who have had a large amount of money in their pockets, when in the shrinkage of the labor market, their services are no longer sought after and they are rejected?

The psychological adjustment of the young displaced war worker is different than that of G.I. Joe's, but it must be made just the same and in some cases it may be just as difficult. Local plans must be made now.—FLORENCE CLARK in *Chicago Union Teacher.*

SCHOOLS for VICTORY

Department of ideas, plans and news
on the high schools' part in the war

"The Social Studies Look Beyond the War"

The Social Studies Look Beyond the War is a new 40-page pamphlet of the National Council for the Social Studies. This statement of postwar policy was prepared by an advisory commission of 155 leading educators in the social-studies field, the Council announces.

Among the sections are: "Impacts of the War on American Education"; "Analysis of Postwar Society and Needs"; "Implications of War and Postwar Needs for Curriculum Changes in the Social Studies"; and "Implications of War and Postwar Needs for Teaching Procedures in the Social Studies".

The pamphlet is 10 cents a copy (discounts for quantities). It may be ordered from the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C.

Collingwood's Junior Foreign Affairs Council

The Junior Foreign Affairs Council of Collingwood High School, Cleveland, Ohio, is a pupil group that meets in the evening for round-table discussion of war strategy, postwar conditions, war aims, and current events, states Alice Olack in *Student Life*.

Among the games that have enlivened the meetings is one calling for identification of pictures of prominent world figures, correct spelling of their names, and statement of their connection with current news. In another game, a list of well-known quotations is used. Members are required to name the person quoted and give the circumstances under which each statement was made.

School-Community Canneries Have Long-Time Aims

In 1944 there were 128 school-community canning centers operated in Missouri, reports Joe Duck in *School and Community*. About 2,200,000 pint-equivalents of food were preserved in these centers from June to December 1, 1944. Some of the indi-

vidual projects reported daily outputs of as much as 1,200 to 2,000 cans.

The immediate purpose of the school-community canning program is to increase the amount of food available to local residents, to raise nutrition standards, and to release transportation facilities for critical war supplies. The long-time objective is to provide a nucleus for an adult educational program, out of which may grow improved health, better livestock, soil conservation, community cooperation, and economic betterment.

Some of the advantages of the school-community cannery over home canning, states Mr. Duck, are:

Much of the drudgery of home canning is eliminated. Complete modern equipment and pleasant work with neighbors lighten the task.

A product of higher quality is insured. Proper equipment and trained supervision count.

A safer product is turned out. The hazards of poor facilities and improper operation are eliminated.

School and community spirit is fostered through the serving of adults, many of whom would not be reached otherwise.

Funds for the establishment and operation of the school-community cannery have been provided largely by the Federal Government through the U. S. Office of Education. The large equipment of the cannery, part of the cost of installation, and salaries of operators are paid from state funds provided by the Federal Government. All other costs are borne by the local school district and by the patrons who pay small processing fees.

Pupil Workers Staff Five School Offices

The wartime shortage in school personnel is met in a San Diego high school by the cooperation of pupil workers. The plan is explained as follows in *San Diego City Schools Curriculum Digest*:

"Since 'learning is doing', Herbert Hoover High School trains student monitors for every position in which clerical assistance is necessary. The students help in the counseling office, library, main office, registrar's office, and attendance office.

"Each counselor trains one monitor for each counseling hour. The monitor assists her as typist, clerk,

and messenger. In addition, each counselor is responsible for training a receptionist to serve for one hour each day. The receptionist has charge of the outside office, receiving and directing students and visitors, and answering the telephone. Monitors learn to file accurately, copy neatly, and perform other clerical duties.

"The efficiency of the library depends upon the accuracy of its workers. Cards and records must be easily accessible, for the satisfaction derived by a patron depends upon the conscientiousness, courtesy, and efficiency of the person serving him. Library monitors are chosen for these abilities and trained in them.

"Main office switchboard operators work for one hour each day. Requirements for these assistants are good attendance, above-average grades (since operators do not have a study period), a pleasant voice, good appearance, initiative, and interest in school service.

"Monitors for the registrar's office are given a few days' trial, during which they receive training in general office procedure such as alphabetizing, filing, answering the telephone, and typing. If monitors show aptitude for any particular phase of the work, they are assigned to that job and their training continues.

"Attendance office monitors are instructed in methods of filing, typing data on printed forms, answering the telephone and taking messages, and making telephone calls to homes of absent students.

"Student monitor training and service offer to trustworthy and intelligent girls and boys the opportunity to acquire habits of work and responsibility which will prove of value to future employers as well as to the students themselves. In addition, student monitors develop poise, cooperativeness, and the ability to perform exacting jobs efficiently."

One-Period War Bond Study

School officials in West Virginia's Tyler County arranged for a war bond examination to be conducted in every grade from the seventh through high school on December 4, Schools at War Day. Each class devoted one hour to the study of war bonds and took an examination at the end of the period.

What Kind of Monuments for World War II?

"At important street intersections, on courthouse lawns, and on campuses of schools and colleges in America there stand countless cannon, cold steel

reminders of past wars with all their costs and miseries," writes J. H. Hickman in *West Virginia School Journal*.

"When the present war is over will American citizens again be striving and paying to obtain a field piece, a part of a submarine, or a bomber to mount on a beautiful plot of land for the passing crowds to see?

"If the sentiment expressed at the Joint Conference on Postwar Problems and Education at Charleston, W.Va., on December 4, is to find expression in memorials, the state and the communities will again be constructing monuments. But they will be recreational centers where youth through rightly directed play may build healthier bodies and minds and where, through happy and wholesome recreation, thousands may be lured away from tendencies that contribute to delinquency.

Repair, Construction Classes Combat Shortages

Some of the most popular classes in the Edison Evening School, Seattle, Wash., are those in which residents of the community can learn to repair or make household equipment. *Seattle Schools* reports as follows on the classes:

"Residents near the school are sometimes startled to see an otherwise normal appearing woman going down the street carrying an occasional chair upside down above her head like an umbrella, or a husband and wife struggling with an overstuffed piece that perversely slips from their grasp. Then, recovering, such onlookers probably say, 'They must be going to that Evening School class where they bring their furniture and learn to re-upholster it.' And they would be right.

"On a recent evening in the Home Upholstery class, members were refurbishing 49 chairs and 13 davenport. Some were tying strings, others stuffing. One was turning out on a lathe a new chair leg to replace a broken one, while others were triumphantly putting the finishing tacks in really beautiful, good-as-new pieces of furniture.

"Instruction in this class is individual, and subject matter varied. Personnel of the class changes, but there are always repeaters who come back for more. It's that kind of class.

"Almost equally popular this school year have been the classes in Home Furniture Repair, Household Mechanics, Cabinet Making, and Sewing and Dressmaking.

Enrolment in Edison Evening School recently reached 3,861. The greatest climb has been in the sewing and dressmaking classes, which may be accounted for by the increased cost and decreased quality of commercially made clothing."

Free vs. disciplined movement in the

*A principal's view on
a distressing subject*

CORRIDORS

By LAWRENCE G. MCGINN

IT WAS BEFORE a recent assembly of several hundred school principals that I heard an educator of national reputation repeat the thought which all teachers hear uttered now and then in meetings and at conventions, and which they come across from time to time in their reading of educational periodicals.

It goes something like this, and is accompanied usually with a raising of the voice and a belligerent lift of the head and chin:

"There are few things about our American schools which disturb me more than to observe when visiting a school that children are required to pass through the corridors in single file, moving along at the right, without conversing."

Then come the inevitable questions, rhetorically exclaimed:

"Do we expect our young people so trained to take their place in a democratic society? Can we continue to preach democracy and yet permit the use of repressive measures which seem related more to a totalitarian rather than a democratic concept of the control over youth?"

The same attitude, but softened a bit, is frequently contained in these words:

"It is unnatural for children to file quietly and in order through school corridors.

They should be permitted to move about 'naturally' in the same manner as do adults, in groups, and conversing as they go along. Otherwise, how can we expect young people to react in accordance with democratic ideas as they grow into adulthood in a democratic society?"

I confess I am confused. I sometimes think that those educational leaders who, in supervising the teachers under them, make much of attaining this "natural" situation with respect to the manner in which children pass in and out of rooms and along corridors, should be required to explain fully or to sit down and write out for the benefit of the teacher who is to achieve this goal, a definition of just what constitutes "natural" behavior among children.

The term is not easily defined. The behavior of the normal child varies *naturally* according to the circumstances at a given time and in a given situation. For almost twenty years I have worked with thousands of boys and girls, on the playground, in school, and on the athletic field. Having observed children engaged in all types of activity, it has seemed to me quite obvious that the *normal* behavior of children reflects a *natural* inclination to conform with those restrictions which make sense depending upon the occasion, the time, and the place.

Some of the difficulty, I believe, may be traced to the fact that many adults would want children to act according to an adult's, rather than a child's conception of what constitutes natural behavior. Mistakes might just as easily be made on this side as on the side of too much repression.

EDITOR'S NOTE: *The author holds out for the orderly, silent movement of pupils from one class to another, unmoved by the critics who say that few things about our American schools disturb them more. We shall be glad to consider any brief article written in reply. Mr. McGinn is principal of Pickering Junior High School, Lynn, Mass.*

I recall a playground enclosed in a wire fence fifteen feet high, the type of fence that is easily climbed by an active boy. Using the term *natural* in the same loose, indefinite sense as I believe it to be used by many school people, I submit that it was natural for a boy to want to climb that fence. Of course, he wasn't allowed to. A "natural" instinct (?) was repressed.

But one may reply, "That would be altogether a different situation. The matter of safety and of risk to life and limb is involved."

Yet on the other hand, there is no risk to life and limb if two children decide to play leap frog as they pass down the school corridor. But there is nothing in the term "natural behavior", invoked so loosely by many school supervisors, which would indicate that there was anything unnatural in such actions. Likewise if children were to decide to go running, shouting, or whistling through the corridors.

Now I know some one is going to say this is unfair argument; that these are exaggerations, extreme situations which wouldn't be permitted in any school, regardless of what philosophy may underlie the type of discipline used. I agree. But I use these as illustrations, merely by way of insisting that those who adhere to a philosophy of "natural" behavior explain what they mean, be able to state clearly the kinds of "natural" behavior permissible, and those kinds which cannot be allowed in the day-to-day activity that goes on in a school.

Here again some one else may say, "You're being too fussy, too picayune. Commonsense should at all times prevail."

Again I agree. But the application of commonsense will vary with every building. The problem of getting forty third-graders out of a standard-sized classroom is a different problem from that of getting twenty ninth-grade students out of a room of the same size. The corridors in some buildings are wide, in others narrow. Some classrooms have small, relatively crowded dressing

rooms; others, no dressing rooms at all. But natural behavior, I assume, remains the same natural behavior for every situation.

What we as adults are apt to forget is that children are perfectly willing to have their *natural behavior* restricted and circumscribed depending upon the circumstances peculiar in a given situation. I believe that this attitude on the part of children arises merely from the fact that they understand and therefore sensibly comply for the common good. This, incidentally, is not at odds with democratic concepts of child behavior. Quite the contrary.

With some educators the idea of natural behavior has become a fetish. Uttered as a weighty pronouncement, coming from our big names in education, and passed down through supervisors to the bewildered teacher, it must on many an occasion call forth smiles from the young people who wonder why it is that adults fail to recognize what seems so obvious and sensible to them: that there is a kind of behavior natural on the playground; another kind, natural in the home; another, natural in the church; and still another, natural in the school.

Apparently here again the child is quick to recognize and to appreciate that order and restraint are by no means inconsistent with democratic living even if adults do get mixed up now and then. Can it be that the child realizes (what many adults have apparently forgotten) that inherent in the meaning of democracy is the acceptance on the part of the individual of many restrictions, that the term "the common good" must be given equal emphasis with the term "individual liberty".

It seems to me that when an educational leader proclaims from the platform his personal concern over the "undemocratic", quiet filing of children through school corridors, he errs on three counts, or at least he succeeds in passing on to his listeners three impressions which are not valid, and which, by the way, he seems perfectly willing that they take away with them.

1. When one deplores the fact that children file in single lines in our school corridors, it is not quite fair to get across to the listener the impression that the filing is of a martial nature, that children march with head erect, prison fashion, looking neither to the right or left, silent, stiff, stern and unhappy.

I have never seen any such passing in any school building though I have visited about 35 schools in New England; in New England, where one would expect to find this kind of thing because of the fact that we're so far behind the rest of the country in educational practice—or so I'm told.

2. When a speaker decries the orderly single filing of children through school corridors, he is unfair in permitting his listener to go away with the impression that any such procedure is necessarily autocratically impressed upon a student body which is being led through the educational paces by a gloomy, harsh taskmaster who takes delight in seeing young children react like automats rather than humans, and goes about with a swastika concealed in his inside pocket. I have never witnessed such a curious spectacle in an American school.

3. Again, the disturbed lecturer errs in his failure to recognize that children will not only accept but will plan and carry out, *with a minimum of teacher guidance*, a system of passing between rooms directed by a student traffic squad, whereby single lines are maintained, moving at the right, following time-saving, congestion-avoiding routes through corridors, with a minimum of socializing on the way, *merely because they appreciate the fact that it's the sensible,*

intelligent thing to do. And to this I add that when one acts sensibly and intelligently, his behavior is not usually regarded as artificial or unnatural.

Children know that the manner in which they pass from room to room contributes to the development of an atmosphere of business in the school, and most young people are perfectly willing to accept the fact that they are in school largely for reasons of business, the all-important business of growing and learning.

They walk "naturally", conversing in groups, on their way to the drugstore or crossing the school yard. In the school building they do not want, nor do they wish to be encouraged by well-meaning adults, to go between rooms as though they were on their way to the drugstore or crossing the school yard.

Possibly this is all much ado about nothing. In the long run the success or failure of American education depends upon the classroom teacher, the classroom teacher who seems always willing to investigate and to review the suggestions growing out of the profession which make more effective her teaching in guiding and directing our youth.

She has too much work to do of an extremely important nature to be vexed by proclamations that children moving singly and quietly along a school corridor are indicative of the subtle inroads which the totalitarian idea is making into American life.

That there may be such subtle influences at work in American living today, I agree, but—not here.

I'll Be Right Over

A Dallas, Texas, firm asked a high-school teacher of typing to recommend a stenographer.

"How much money?" the teacher asked.

"Oh, she can start at \$175 a month. . . ."

Teacher took the job.—*North Carolina Education.*

Too Much to Hope

Would it be too much to hope that leading historians of the Allied nations might collaborate after this conflict to write a text based upon truth to be used in schools of all nations of the world?—ELMER A. MUELLER in *Minnesota Journal of Education.*

RADIO-MINDED

pupils give teachers an ear-full

By BERENICE B. BEGGS

WE TEACHERS over the United States need a few energetic persons with the zeal of a Francis E. Willard, the determination of a Carrie Nation, and the foresight of a Jane Addams to rouse us from our complacency regarding the neglected use of the best that radio has to offer.

We have casually listened to a few daytime serials, have been in homes where young children sat huddled close to radios entranced with the doings of *Jack Armstrong* or *Terry and the Pirates*, have raised our eyebrows in disapproval of the hill-billy music that came from our neighbors' radios, and have made a sweeping generalization that the radio is only for the mediocre mind and has little to offer intelligent Americans.

Yes, we have been curiously superior in our smug disapproval. We are proud we are not of the benighted group. We listen to the great symphonies directed by the world's noted conductors. We tune in on the splendid operas with a feeling of elation that our taste in music is an elevated one.

Not to waste our time as our plebian



EDITOR'S NOTE: Writes the author: "Because I believe that teachers can do much to develop discriminating listeners to radio programs among junior and senior high school pupils, I have written this article explaining the survey we conducted among our pupils, and the radio unit that followed the fact-finding." Miss Beggs is supervisor of English in the junior high school of State Teachers College, Kirksville, Mo.

neighbors and acquaintances do, we consult the radio schedules to learn if some outstanding drama of merit is on the air in order that we may speak glibly about it in our club or in our circle of friends who are as discriminating as we are. If Helen Hayes, Raymond Massey, Katherine Cornell or Ethel Barrymore occupy roles, we sit in pleased anticipation at our radio, feeling that they surely know that their fine talent is not entirely lost on the desert air as long as there are some like us still upholding the high standards of culture.

Too many of us discourage a discussion of radio in our classrooms. If some pupil in the composition class is inspired to write in Fibber Magee and Molly style to produce a chuckle from his classmates, we do not recognize the inspired source. We may encourage accounts of news reviews, but since we are not history teachers, we leave that mainly to the social-science teachers. Music—well, we have so much to teach about verbs and adjectives, so many essays that must be studied, so many plays to be covered, a certain number of units to complete, that we must conserve time.

Have we shirked a responsibility? Rather let us say we have missed the fun of real teaching—for every month radio programs by the score are available to enrich our teaching. The radio, discriminatingly used, might well be our handy man, Friday, doing for our pupils what we alone could not do. History drama is on the air, speeches by world figures, a creditable number of modern plays, forum discussions, good sermons, splendid music, and stimulating analysis of the day's happenings—all sources from which we may draw.

Our pupils listen with no encouragement from us. They have the habit in this country with its fifty million receiving sets. Their parents listen; their friends listen; and listen they will. Through this listening the pupils are developing interests, attitudes and habits of thinking which greatly affect their personalities. With skillful guidance of children's out-of-school listening on the part of alert teachers, what a potential force the radio may be!

Granted the pupils waste time at the radio. True the programs most of them hear do little to develop appreciation of good literature, fine music and a higher type of comedy. Let us put aside our prejudices, shake off our lethargy and go all in for a listening "spell" to discover what programs offer the most for the young people in our classrooms.

We must first of all plan for this undertaking. Why not start with a survey in the form of a questionnaire to find out what our pupils' listening habits are? Such a procedure was instituted in our junior high school of five hundred pupils, in a middle-west town of ten thousand. The English teachers took the lead in launching the program. They met as a group and planned the questions they wished to have answered in order that they might know what children were receiving from radio in their leisure time.

Such questions as these were used:

1. What program on the radio do you enjoy most?
2. Name two more of your favorites.
3. What do you like about your favorite program?
4. Name two programs you dislike.
5. State briefly your reasons.
6. What is your favorite music program?
7. How many hours each day do you average listening to the radio?
8. What time do you listen?
9. Name ten radio personalities if you can and tell what each does.
10. Name your favorite news reporter or commentator.

11. What are your mother's first choice and second choice radio programs?
12. Name two your father listens to most frequently.
13. List quiz programs you listen to.
14. Do you listen to the quiz programs rather regularly?

After the pupils had turned in the questionnaires, the teachers launched a radio unit in the English classes. The pupils were organized into groups with discussion leaders chosen by the groups. A list of guide topics had been placed on the board by the teacher, from which the chairman of each group selected several for his group to discuss before the entire class. The following gives some idea:

- Music programs I enjoy.
- My pet peeves on the radio.
- Dramas I like best.
- Programs I would take off the air.
- Personalities one remembers.
- Behind the scenes in radio.
- What I would like to know about radio.
- Things I have read about recent radio stars.
- We visit a radio station.
- Who's Who among newsmen.
- Devices used by advertisers.
- Costs of radio programs.
- "Musts" in radio programs.
- My suggestions for a weekly radio log to guide one's listening.

The group discussions aroused enthusiasm, stimulated interest in trying new programs hitherto not heard. Frank criticism of inferior programs and praise of superior programs characterized the remarks. Heated arguments took place. Informational reports were given by capable pupils.

The result of the entire proceedings cannot yet be estimated, but each pupil agreed to make his own listening chart in the light of recommendations by the majority, with the teachers' help. A cooperative scrapbook was started to which each pupil was urged to contribute pictures and articles from magazines and newspapers.

Certainly the pupils have become more discriminating in regard to radio programs,

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and the teachers will in the future consciously open up avenues for using the better programs to motivate classes in literature, composition, oral English, and speech activities.

Big business would be gratified to find

tomorrow's listeners appreciative of programs made up of superior talent, offering the best in information, the finest in music and the most challenging in thinking. The networks would face a new era and the American public would be the gainers.



Using Community Resources in Physical Education

Many of our smaller communities offer recreational opportunities which could be incorporated into the regular physical-education program of a high school. Bowling alleys, archery ranges, roller-skating rinks, fireplaces, riding stables, swimming pools, camps, golf courses, tennis courts, rowing and canoeing facilities all have idle and dull hours when it scarcely pays the management to keep them open. Often these hours are during the school day. With cooperation between the school and recreational management this equipment could be used. There are certain general suggestions that may help a teacher in making the necessary arrangements:

1. If using commercial facilities, take over the entire place at the time and have an understanding with the management that no one else is to be allowed in at that time.
2. Arrange for chaperonage if the instructor cannot be there.
3. Be prompt in arriving and see that pupils all leave as a group.
4. Expect the same standards of behavior that one would find on a school playground or gymnasium.
5. Explain your plan carefully to the parents who might object to the use of the facilities. Invite parents to come with their children.

Bowling alleys are found in Y.M.C.A.s, Y.W.C.A.s and other social agencies, such as U.S.O.s, as well as commercial ones. By making arrangements to use the bowling alley in the morning or at times when there is not much demand, special prices may often be obtained.

Commercial archery ranges may be reserved by school groups for a small fee. However, this may not be very satisfactory because of the variability of equipment. Usually the bows are quite heavy for the younger pupils.

Roller-skating rinks are found in municipal buildings, churches, parks, social agencies, and are sometimes operated on a commercial scale. At a small cost rinks may be reserved for classes or parties at odd hours.

Parks, wayside picnic grounds, and private back-

yards offer fireplaces which are often available for groups. Once a month cook-outs offer an interesting diversion for the physical-education class. Care should be taken not to destroy property when gathering wood, and to leave the surroundings as clean as when the group arrived. If necessary, make reservations beforehand.

Some towns have commercial riding stables which will give special rates to school groups and furnish instructors. Many colleges offer classes in riding on this basis.

Swimming pools and lakes are useable in spring and early fall. Pools in parks, playgrounds, social agencies, or commercial pools may be taken over at certain times by a group. Often these pools close for the season when school opens. In that case they may be taken over entirely by the school and operated at a blanket price. Special prices are often obtained by having a large and constant group.

Camping has come to be almost a necessity for boys and girls today. Many state parks or "up-river" cottages afford opportunities for week-end camping, overnights, and cook-outs.

Municipal golf courses offer special season rates. Private golf courses are rather reluctant to allow dubs on their courses, but rules differ locally. In some towns there are commercial driving ranges where special prices may be obtained for groups at unpopular hours.

No school ever has enough tennis courts, but if there is a park near enough to be practical, this helps the congestion. By carefully observing the tennis shoe rule, privately owned tennis courts may be used for school groups.

Some of our camps, parks, and outing spots offer rowing and canoeing facilities at a small cost. Occasionally nearby summer camps will rent canoes to a school for use in an indoor pool in winter. Of course the utmost care must be taken of canoes since new ones are very scarce.

Where there is a will there is a way to have a full, enriched program, making use of odds and ends of equipment in a community.—EDYTHE SAYLOR in *Journal of Health and Physical Education*.

EXPLORING THE DICTIONARY

*The pupils found
these projects fun*

By SISTER FRANCES TERESA

A VERY INTERESTING dictionary exercise tried with high-school juniors was an exploration hour. All pupils had copies of *Webster's Fifth Collegiate* on their desks. The teacher gave some leads—for example:

1. Turn to page 877. Find information about St. James Palace.
2. Page 131. What do you find about Bucephalus?
3. Page 860. Who was Rip Van Winkle?
4. Page 1252. What is the meaning of the name *Susanne*?
5. Page 925. What is the origin of the word *silhouette*?

Then the pupils made up their own quiz questions. The music-minded group asked for the meaning of *ukulele* and *zither*. The flea origin of *ukulele* brought laughter. Someone asked, "If you worked in a printer's shop and the printer told you to throw some type in *hell* should you be insulted?" Search for the various meanings of *hell* brought to light the name of the receptacle for broken type.

Names interested all—Barbara (foreign, strange); Sara (a princess); Florence (prosperity). Some wanted an animal game, others a bird sanctuary, more a florist shop, so we became dictionary hobbyists. Each one selected whatever interested her and went to work for ten minutes gathering items concerning her hobby. These notes

were kept for the next day. Then, at the beginning of class fifteen minutes was devoted to a brief composition on *My Dictionary Hobby*. The results were most gratifying: Mary from the home economics department wrote:

I am a menu hobbyist. By that I mean that I plan my meals from a dictionary. First on my list is a cocktail. It may mean, according to Webster, chilled cut fruit, tomato juice, or even clams with a sauce and peppery seasoning. My next course is halibut steak with lyonnaise potatoes. The *halibut* is really a *holy flounder*, a large species of flat-fish that gets its name because it is eaten on days preceding holy days. Fried potatoes with onions is my *lyonnaise* item because it was in Lyons, France, that cooks first tried this dish. There would be squash for vegetable—what the Massachusetts Indian called *askoot-asquash*, literally, *eaten green*. Graham rolls, deriving their name from the American physician Sylvester Graham (1794-1851), would come next. Dill pickles would be a surprise for few would know that the *dill* herb is the same as the *anise* of Scripture. Our dessert would be molasses cookies—honeysweet since *molasses* comes from the Latin *mellaceus*. Would you like to dine with me?

This was by far the most complete composition for the time. Several, however, had portions worth quoting:

This morning I went horseback riding through the dictionary. On my ride through the trails I discovered stirrups, saddles, bridles, by finding their meanings. Never before had I dared to ride my horse during English class. (Anne)

One doesn't need a famous dog book to see where a breed originated. Did you know that your darling little Cocker came from Spain? Mr. Jordan's *Seeing Eye Dog* (a German Shepherd) originated in Northern Europe. Empresses of China used to carry their pet Pekingese in their sleeves as they strolled through their picturesque gardens. (Mary Rosalind)

EDITOR'S NOTE: It is sometimes difficult to get pupils interested in using the dictionary. In this article Sister Frances Teresa, S.S.J., reports some successful projects in word hunting. The author teaches in Nazareth Academy, 1001 Lake Avenue, Rochester, N. Y.

It has occurred to me that there is more in a name than meets the eye. Many people have been very wrongly named. If I had a chance to name a little girl or boy, I shouldn't choose one that Aunt Sue likes. Rather I should look at the child and then decide. For instance, if a little girl shows indications of rich yellow-gold hair, she should be called *Flavia*. If her cries were melodious, she should be *Carmen*. If she had an angelic disposition, she should be *Angela*; but if she showed temper, then she should be *Hildegard*, which means *battle maiden*. My own mother should be re-named *Deborah* because she is always busy as a bee. (Gilda)

The dictionary had helped solve the ever-present problem of interesting themes.

A little later we studied the rhyming section of the *Fifth Collegiate* and made up simple verses with titles.

A Toast

Cup
Up! (Dorothy)

Caught in the Act

Jam
Scram! (Claire)

Draughts
Sneeze
Wheeze
Disease! (Marie)

Gradually we worked up rhyme and rhythm and finally had some verses that made the school paper. Here is Madeleine's:

Street Lamp on a Snowy Night

Around the orange-red street lamp
That leans against the night,
The snowflakes whirl
Like summer moths
In furious myriad flight.

The experiment has had many more results too numerous to mention. The girls were all *B* or *C* grade pupils so the results were more than had been anticipated.

The Counselor Must Keep Secrets

Many teachers have noticed students, especially girls, who were worried, bewildered, remorseful, and in an extremely critical mental condition. Still, there was no way open for the teacher to approach the student and receive from her a frank statement of what was back of the unwholesome condition.

Sometimes this condition is due to social disappointment due to trivial matters, and a word of encouragement would have cleared everything.

In some other cases later events have shown the teacher that the student had broken her accepted moral standards. After groping about for a few days the student would go to those who were reputed to have committed the same offense. There the matter was treated lightly, and our remorseful student was made to see the matter as only partly bad, or even somewhat glamorous. Then the violations continued, and from repentance the attitude changed to brazen pride in moral turpitude.

Why didn't the student go to her counselor? Might it have been that the counselor was one whose 48 years of faultless conduct had shown her that there was no excuse for violations of the moral code, and had aroused in her no sympathy for those "weaklings" who let such things happen in their lives? Doubtless the student felt that she would not receive the sympathy which she was just then longing for, nor the help that would

keep her in the line of conduct designated by her conscience. Then, too, there might have been the fear that the confession she would make would be divulged to others.

If these assumptions are true they imply that we are in need of a certain (sometimes different) type of counselor, and also, that the duties of such counselor be redefined and limited.

The physician is subject to the "Hippocratic Oath", and he does not disclose the secrets of his patients. Every physician knows that his diagnosis would be only partly effective if his patients could not feel free to tell everything without fear that it would be told to others.

If counselors were under the same obligation, and practiced it until students became convinced that their secrets would remain secrets, and providing further, that they knew that their seeking counsel would not lay them liable to punishment or ridicule, they would come to the counselor for help much more often, and lay the full facts before him.

Any student should be able to go to his counselor, tell the whole truth, and secure the sympathy and help that would relieve the strain upon his mind, and help him avoid the same pitfalls that brought about his insecure condition.—J. V. BIELER in *Sierra Educational News*.

Are the Schools Ready for SEX EDUCATION?

By
ELMER A. KEISER

THE PUBLIC SCHOOLS of America have been forced, during the past fifteen years, to take upon themselves the responsibility of teaching many things which heretofore were the prime problems of the home.

During the past fifteen years the homes have changed to such a great extent that there is no longer that fervent desire on the part of parents to inculcate the fundamentals of proper living and character training. It has become commonplace to look to the schools for the completion of that task. In some spheres of learning the schools have been more adequately equipped to train along lines with which the home is unable to cope.

We sadly reflect upon many assertions made by some people who criticize the schools for the actions of a few pupils or a particular case of poor citizenship and bad character. Fundamentally, this training still belongs in the home and is in the main its own responsibility. The school helps by providing opportunities to put such training into sound practice.

Behavior in the group will usually reflect the individual training which one gets in the home. In many instances the school provides the only means of training in

character which is at the disposal of some pupils. The old family "circle" has lost its circumference of responsibilities. It has no fixed radius of duties which should be carried on by members of the family. The circle seems to have been increased without due regard to the center of its activities which should regulate it. And so the school comes to the rescue in trying to provide suitable training and guidance for the development of citizenship, character, and brotherhood.

The problem of sex education is a particular area in which many parents feel perplexed and inadequate. The need for sex-education beyond what the average child receives is generally recognized. Nevertheless it is a moot field of instruction and is passed over too lightly because of the lack of serious thought given to it by parents. Parents, in many cases, who become disturbed over the matter, turn to some outside agency for help in having the subject taught to their children.

The "rank and file" of American homes, nevertheless, trust to luck and the persistence of wrathful admonitions to get by this all important and serious problem. The matter of sex education is too serious a problem to trust to luck. Many parents frantically turn away from any questions asked by children on the problem of sex; diverting their attention to other subjects or else absolutely ignoring the question altogether is the usual procedure of the parents in general.

It would be far more desirable that the instruction should be obtained at home than to be forced to assume that the child will learn, regardless, notwithstanding the

EDITOR'S NOTE: In submitting this article, Mr. Keiser wrote that he had prepared it originally as a part of the public-relations program of his school system. And certainly sex education in the schools has its public-relations problems. The author is supervising principal of Porter Township School District, Reinerton, Pa.

source of his information. Shops, pool-rooms, street corner gatherings, and gangs are by no means desirable places to learn of this serious subject. Any instruction or problem upon which depends the mental, social, and physical health of the nation is too serious to be taken lightly.

Shall the school undertake this task of sex instruction? To this question there will be ayes and nays depending upon the individual opinions of the parents and their thoughts on the questions. Should the school be expected to take upon itself this instruction just as it has been forced to take upon itself many other fields of learning? Again a difference of opinion.

In all probability the schools would have taken on the job. But the attitude of some parents up to now has prevented the sane and matter-of-fact teaching of sex education as an accepted part of the curriculum. Many parents who shun and disregard their duties in this field are at the same time

adverse to the subject being introduced in the schools. In some respects they are justified. Before the schools can adequately take upon themselves this all-important work we must consider several things. Among them are (1) the lack of teachers capable in this field; (2) the necessity for education not only of young people but of teachers and parents as well; (3) favorable and unfavorable influences to which various groups of pupils have been subjected; and (4) the attitudes of parents themselves.

While sex education in the schools is in many ways open to criticism at present, at the same time there are numerous advantageous possibilities for teaching the problem of sex in a dignified and proper manner. It is worthy of consideration as an event which gradually is casting its shadow before it. Eventually, and of necessity, sex education will become as important a part of our school curriculum as the teaching of the three R's.



Consumer Cooperation Comes of Age

One hundred years ago a small group of people in Rochdale, England, banded together to organize the first consumer cooperative. Since that time this movement has spread to thirty-nine countries and has built up a membership of over 100 million families.

In the United States alone, two and one-half million families are participating in consumer cooperative enterprises. Four hundred eighty-five thousand are providing themselves with food in 3,100 stores; 480,000 with petroleum products through 1,500 service stations; 700,000 have electricity from 700 rural electric cooperatives; nearly 3 million have set up 9,500 credit unions to serve their financial needs; 110,000 students operate 380 "campus co-ops" for room and board; thousands of additional people are benefiting from medical, hospital, insurance, telephone, burial and other services provided through cooperative channels.

Recently, regional organizations formed by these cooperators have been moving into the manufactur-

ing field. Thirty units were added in 1943 to bring the total to 15 feed mills, 13 fertilizer plants, 10 petroleum refineries, 4 sawmills, 4 canneries and 66 other factories. Plans are now being formulated for a world-wide cooperative trading and manufacturing agency to go into action at war's end.

Through the press, in magazines and over the radio, more millions of Americans will hear about this movement during its Centennial year. Thousands of young people will learn about it in school, where information and actual experience in cooperative organization are increasingly being emphasized.

Of its place in the curriculum, Carleton Washburne has said: "Through the extension of consumer cooperatives—which are, of course, very easy to establish in a school—our schools can give an education far more realistic than in the past. They can apply education in the community. They can lay the groundwork for economic democracy."—C. J. McLANAHAN in *Illinois Education*.

SELF HELP *in good* ENGLISH USAGE

By
ETHEL S. HEEBINK

WHO WOULD DENY that one of the primary aims of good teaching is to equip the pupil *to think for himself?*

Within the last decade or more, so much emphasis has been put on the teaching of good usage in English through imitation that our present university students and young adults are at a loss when the need for analysis arises in their usage. I use the word imitation advisedly, for students without good speech patterns in their homes have been leaning on the choice of words made by their more fortunate classmates and by their teachers. Both groups of pupils show the type of instruction they have been receiving by their invariable answer to "Why did you choose that word?" They always say, "Because it sounds right."

What sounds right to most of us is whatever we have been most accustomed to hearing. I have had young people insistently choose *seen* for *saw*, *have did* for *have done*, and *I* where the objective *me* was clearly called for, and back up each choice with, "It sounds right. The other choice sounds wrong." And they are telling the truth. It does sound right to them because that is what they have been hearing all their young lives.

Even the students who come from homes where good English is spoken as a matter of course meet their Waterloo all too often



EDITOR'S NOTE: *The author believes that grammar drill—straight grammar—will give pupils a basis for self-help in overcoming their language difficulties. Mrs. Heebink teaches English in Morgantown, W. Va., Junior High School.*

in both oral and written English. For when one depends upon imitation for his choice of words and meets a situation for which he has no pattern, he must be resourceful without benefit of analysis. A ninth-grade girl, good in her speech in general, never failed to use *I* as the last of a compound object of a preposition. Hoping to help her over this obstacle for once and all, I attempted to apply correction at the point of error one day and asked, "Why do you say, 'Miss Wilson would not give any tickets to Ruth or Jack or I' instead of 'to Ruth or Jack or me?'"

Somewhat shocked and suppressing a laugh, she finally said from behind her hand, "Why! That's the first time I've had an English teacher suggest the wrong word. I don't use *me* because it doesn't sound right. It sounds—well—ah—sort of common."

Who and *whom* can be a never-ending source of trouble when we do not have the facts with which to arrive at our conclusion. Depending upon imitation, at least 95 per cent of us would say, Who did the coach choose? I don't know who to invite, etc. But consider the teen-age Miss who would rather be right than president. Forsaking convention, she asked one day, "Whom do you think is coming to my house today?"

Again sticking my neck out in the name of duty, I inquired, "Why don't you give *who* a chance in that sentence, since it is the subject of your dependent clause?" Confused and quite lost she replied, "But *whom* sounds classy—*who* ordinary."

A language is too vast an instrument to be played by ear. The percentage of people who can play by ear without knowing one note from the other is

so negligible as compared with the vast majority who must arrive at skills through scientific study and practice that it seems a clear democratic duty to "teach" the majority. In the case of good English usage, this certainly means *teaching the method of arriving at the answer, rather than just teaching the answer.*

Fortunately, this skill is not a lost one. Back in the gay nineties, so history of education tells us, grammar was taught by analysis. Using the prerogative inherent in a democracy, to respect tradition and precedent but to dare to defy both, our educators swung the pendulum pretty hard on the side of defying and substituted the less laborious imitation for the know-how-and-why analysis. They called it the Good Usage method. But how, in the name of commonsense, can one be resourceful in his own good usage without having some knowledge of sentence structure and the relation of parts of speech to each other?

And that is where the old, but not lost, skill comes in. A verb must agree with its subject in number. That is a basic rule all of us use wittingly or unwittingly every day. As a basis of self help in our own usage, then, we must know what a subject and a verb are, what is meant by "singular" and what by "plural". Really to know this rule in order to make quick use of it requires drill and more drill.

The past tense and the past participle of verbs are not interchangeable. Thus we do not say *I come* for *I came*, *I seen* for *I have seen*, *I have saw* for *I saw*. How can we command the form we want to use unless we are familiar with the principal parts of the most commonly used verbs? There are enough troublesome verbs to learn in the interest of specific usage, such as *lie, lay, sit, set, hung, hanged*, etc.

Any teacher who has labored with the current Usage method, with its attendant work books that give page after page of choices of objective answers (inviting guessing unless analytical teaching has preceded

the work-book assignment), knows how difficult it is to get *doesn't* substituted for the common usage error, *don't*. If the same amount of time were spent on teaching the conjugation of the present tense of *do*, it would show the student why he should use the third person singular, *does*, with a third person singular subject, and would enhance his chances for self help in his own good usage.

Comparison of adjectives and of adverbs can be carried to extreme to no avail. But enough of it must be taught to give the pupil the information he needs for choices as long as our language holds as correct: This is the *shorter* of the two pencils, but this one is the *shortest* of all.

Perhaps the most abused part of speech in both written and oral English is the pronoun. Even the cleverest Poll Parrot falls down here. The general pattern around us is poor. Here, of all places, we need the facts with which to analyze our way to self help in correct usage.

The most highly inflected of our substantives, the pronoun, with very few exceptions changes its spelling and pronunciation according to case. In order to know where to put the objective case, we must be well acquainted with transitive verbs, prepositions, and infinitives. To make correct use of the nominatives, it is necessary to recognize the subject of a sentence, whether simple or compound, and the intransitive verb which requires a predicate nominative to complete its meaning. All of this requires clear teaching, much drill which should demand *reasons* for choices and not just the choices, ample opportunity for review, and not infrequently the reteaching of the difficult-to-get-and-keep constructions.

The possessive case of the pronoun is so simple in function that the main emphasis could well be put on the spelling of those pronouns, with special attention to the fact that possessive pronouns, unlike possessive nouns, require no apostrophe.

It is in the teaching of pronouns, where

function of case is clearly brought out, that the pupil learns that the objective personal pronoun never modifies, and that, therefore, he is using a pronoun where he should use an adjective when he says, "Them apples are good". When he understands why, his path is clear for self-correction.

Placement and entrance examinations of our colleges and universities ask questions that demand an understanding of the proper use of pronouns, of verb forms, of subject and predicate agreement, of antecedent agreement, of adverbs versus adjectives. All of this is the stock in trade for the many high-school graduates who enter business college for secretarial work. It is, in fact, a kit of tools for all of us as we go through life meeting unexpected demands for public speaking, writing papers, conducting meetings, speaking clearly and inoffensively in our social, business and home contacts.

What then, in the field of English, is a better service to our citizens than to equip them with a kit of ready tools which they can use, as their demands require, with self confidence and with effective results?

Where answers can be arrived at through reasoning, certainly the reasoning process is the thing to teach. Enough isolated facts based on arbitrary ruling are left for the memorizer and the imitator in each of us. There are the violations of good usage that come under redundancy, double negatives, repeated subjects and repeated prepositions

(My mother she wanted to know at which store I got this at); the taboo of *ain't*, *hain't*, *hissself*, *theirsself*, *oncet*, *twicet*, *off for from* (I got this book off the English teacher).

Along with arithmetic and spelling, grammar becomes a really useful tool in direct ratio to the amount of good drill put on it. Which brings up the question, "At which age should it be taught?" Experienced teachers pretty well agree with psychologists that the "drill" period of a child's life reaches its peak in the eighth grade. There seems to be a decline of sustained attention throughout drill in the ninth grade, due largely to the rapid physical growth process at that time with its attendant restlessness. Students in the seventh and eighth grades respond to a definite and repeated process; they seem to feel security in the very repetition of the familiar. Our cue on time, then, seems clear.

Taking this cue, and also advantage of the American prerogative to respect tradition and precedent but to dare to defy both, our junior high school is defying the current vogue of teaching grammar and is taking a swing on the pendulum towards the old know-how-and-why analysis method. Yes, even the seventh graders are analyzing—and liking it!

Among the heartening results, one comes from the students themselves. Many of them say, "I used to dislike grammar. It was guesswork. Now I like it because I like to know *how* to find the right answers."

The Very Candid Commencement Speaker

The president of the board of directors of the Easton, Pa., school district, Richard N. M. Snyder, addressed the 1944 Easton High School graduating class as follows:

"What I have to say will necessarily be brief. I have no message or advice to offer. Rather, I want to apologize to you. After 2,000 years of Christianity my generation has dragged you through the worst depression the world has ever seen, and now to prove our unfitness we are immersing you in the most horrible blood bath in history.

"This mess that we are handing you is a flagrant case of adult delinquency. We now look to you for a better world. Despite your teen age, I believe that your jitterbugging, boogie-woogie, and bobby socks represent a more mature mentality than our slot machines, politics, and radio singing commercials.

"We have given you the tools so that you might justify yourselves in the eyes of your children. Don't fail them as we have. Good luck and God bless you!"—*The Texas Outlook*, quoted in *West Virginia School Journal*.

THE IDEALS

*How pupils rank
8 life purposes*

of MODERN YOUTH

By

J. A. STARRAK

WHAT ARE THE ideals cherished by our modern youth? This is an important question because the youth of today are the adults of tomorrow, and no nation can rise higher than the social and ethical idealism of the majority of its citizens.

estimation of a sampling of adolescents, and the extent to which these ideals are affected by age, sex, scholarship, and residence. To obtain the desired information, a simple questionnaire or schedule was employed. This schedule listed fame, service,

TABLE I

RANKING OF EIGHT IDEALS OR LIFE PURPOSES BY HIGH-SCHOOL PUPILS

Rank	Percentages placing each ideal in the different ranks							
	Fame	Service	Wealth	Wisdom	Beauty	Physical Fitness	Popularity	Likeability
1.....	2.6	12.0	3.3	8.7	3.0	35.0	2.7	35.0
2.....	3.5	11.0	5.5	12.0	6.4	27.0	4.4	31.0
3.....	5.4	17.0	9.0	20.0	14.0	15.0	7.5	14.0
4.....	7.0	14.0	11.0	19.0	14.5	10.0	10.0	8.7
5.....	11.1	15.0	13.0	15.4	20.0	6.0	12.0	5.9
6.....	22.0	12.0	15.6	12.0	15.0	3.3	17.0	3.4
7.....	24.0	9.6	20.0	8.0	12.0	2.0	21.0	1.6
8.....	24.1	4.2	21.0	5.2	14.6	0.8	25.0	0.9

This paper reports an attempt to determine the status of certain ideals in the

wealth, wisdom, appreciation of beauty, physical fitness, popularity, and likeability, along with definitions and examples of each. Fifteen hundred eighty-six high-school pupils in nine communities in Iowa ranked these eight ideals in the order of their desire for them. The communities ranged from 350 to 170,000 in population.

EDITOR'S NOTE: *Pupils' attitudes toward various ideals or life purposes are always a matter of interest. Here the author reports on the rankings assigned by 1,586 high-school pupils to eight life purposes. Although the eight word symbols were defined and illustrated in the questionnaire, it would be interesting to know how many of the pupils responded according to their private interpretations of the symbols. Dr. Starrak is professor of vocational education at Iowa State College, Ames, Ia.*

The rankings given by the total group of high-school pupils to the eight ideals submitted to them are shown in Table I. The most important fact revealed in this table is the comparative rankings given to the eight ideals. On this basis of evaluation, the eight ideals or life purposes range themselves from high to low in the following

order: (1) likeability, (2) physical fitness, (3) wisdom, (4) service, (5) appreciation of beauty, (6) wealth, (7) popularity, (8) fame.

To the extent that our sample is representative of the high-school youth, it would appear that the ideals of our modern youth are not so materialistic as some observers would lead us to believe. To the writer it seems rather remarkable that, in spite of the emphasis which is placed upon the individualistic self-seeking impulses in so much of the motivation of youth in school and out, the more materialistic of the eight ideals in our list received much the lower ratings.

A further inspection of Table I reveals several other interesting facts. The first, perhaps, is that considerable differences exist among the various ideals in the rankings given to them by the pupils, especially between those receiving the highest and the lowest rankings.

A second observation is that the traits tend to group themselves into four pairs, based upon the rankings given them. The two receiving the highest rankings are "likeability" and "physical fitness". Sixty-six per cent place "likeability", and 62 per cent place "physical fitness" in first or second place. The second pair consists of "service" and "wisdom", with "service" leading by a small margin. A third pair in which each ideal received very similar rankings is made up of "popularity" and "wealth". In the fourth pair—"fame" and "appreciation of beauty"—the similarity of ranking is not so great as in the other three pairs. The appreciation of beauty is regarded as considerably more desirable than fame.

In general, scholarship does not seem to be highly associated with ideals, at least with the eight covered in this investigation. However, pupils with academic grades of "A" and "B" rate "wisdom" somewhat higher than do those with "C" and "D" grades, while the reverse is true in the case of "service".

Aside from a decided tendency for the

eighteen-year-old group to rank "fame" and "physical fitness" lower and "wealth" and "appreciation of beauty" higher than do the younger groups, the differences between the rankings by the different age groups are small and inconsistent.

Sex differences are not as great as might perhaps be expected. The boys regard "wealth" as considerably more desirable than do the girls, while the reverse is true in the case of the "appreciation of beauty". Smaller differences are observed in the case of "fame" and "wisdom" and "popularity", which are somewhat more highly regarded by the boys. In their evaluation of both "physical fitness" and "popularity" the girls gave slightly higher rankings than the boys.

The 1,586 high-school pupils were classified into three groups—city, town, and rural—based upon the populations of the communities in which they lived. Those living in communities of fewer than 1,000 were classified as "rural", those from Des Moines as "city", and the remainder as "town". In only a few cases are the differences in the rankings given by these three groups worth noting.

The greatest difference is to be found in the evaluation of "service", which the "rural" group ranks considerably higher than do the other groups, particularly the "city" group, which gives it the lowest ranking of the three groups. "Wealth" stands somewhat higher with the "city" group, as does also "likeability". On "fame", "wisdom", "appreciation of beauty", and "popularity", the rankings of the three groups are quite similar. It is perhaps worth noting, however, that on these latter ideals and also on "physical fitness" and "likeability" the rankings given by the city and rural groups coincide more closely than do those of the town group with either the city or the rural groups.

When the rankings given by high-school pupils and 348 college students are compared, the eight ideals are seen to hold the same relative positions in both. It is in-

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interesting to note that "likeability" and "physical fitness" are ranked only slightly lower by the college than by the high-school group, while "service" and "appreciation of beauty" are given a somewhat higher rank-

ing by the former. It is gratifying that "fame", "wealth", and "popularity", which are held in low esteem by the high-school pupils, are considered even less worthy by the college group.



Bright Side of the Teacher Shortage

The gloomy side of the present shortage of teachers has been discussed often. But in *Minnesota Journal of Education*, Anton Thompson asks us to consider the following more cheerful angles of the situation:

1. *Salaries increased.* The shortage of qualified teachers has resulted in the granting of salary increases by practically every school district in the state. Anyone who is familiar with the salary situation in Minnesota schools during the decade of the 30's will acknowledge that this general increase in teachers' salaries has been long overdue.

2. *Teacher morale improved.* The feeling that one possesses skill or knowledge which is in demand adds greatly to individual morale. Well-qualified teachers today are in demand; they know it and they enjoy it. For many it is a new experience, this feeling of being in demand, and there are a few who "just can't stand prosperity". It is this small minority who cause some experienced administrators to grumble about "too independent" teachers. Apparently the vast majority of teachers are handling their duties as competently as ever but with fewer worries about the possibility of arbitrary dismissal.

3. *Community possessiveness decreased.* Good teachers have always recognized that their obligation to the school district did not cease when the pupils were dismissed at four o'clock in the afternoon. On the other hand, they did object to finding their use of out-of-school time greatly restricted through special school-board regulations dealing with the number of week ends permitted out of town each month, the teaching of religious classes, participation in social dancing, and the like. In order to obtain qualified teachers, school administrators for the most part are today resisting with success the outworn concept that the local community owns the teacher during the period of her contract.

4. *Teaching combinations more standardized.* With fewer teachers available, administrators have been forced to standardize more completely the combinations of subjects which are required of one teacher. The superintendent who once reported

a vacancy in Latin with one class of mathematics and two classes of physical education plus the sponsorship of the girls' glee club now finds no one will apply for such an odd combination of subject preparations. Therefore more time is taken in scheduling classes so that teachers will not be called upon to teach in several unrelated fields. At the same time there is greater recognition of the need of equalizing the load of the various faculty members.

5. *More democratic school administration.* With good teachers scarce, the superintendent or principal who has built up the reputation of being "a good man to work with" has had a decided advantage in selecting and in retaining competent school personnel. More than one employer has made the statement: "Now we don't interview candidates for positions—we are interviewed by candidates." Administrators are therefore more conscious than they have ever been of the necessity of maintaining truly democratic relations with all members of their staffs.

6. *One-room schools closed.* The scarcity of qualified teachers has led to the closing of a large number of very small one-room rural schools and to the transportation of their pupils to larger centers. The benefits of such consolidation are too well known to require repetition.

7. *Less emphasis on age in teacher evaluation.* No scientific study has ever shown any significant relationship between the age of the teacher and her teaching success. Nevertheless, most employers have been reluctant in the past to offer contracts to teachers much over the age of thirty. Today there is far less emphasis on the date of the teacher's birth, if she has good health.

8. *Greater public respect for teachers as individuals.* Many superintendents report that there is today a greater respect by the public for the competency of teachers as individuals. The very fact that other occupations are willing to offer teachers higher salaries than can be obtained in the teaching profession tends to make citizens recognize the need for further increasing teachers' salaries.



SCHOOL NEWS DIGEST



Edited by THE STAFF

PUPIL WORKERS: The question of whether part-time employment of high-school pupils under school supervision should be continued after the war will be studied by the National Child Labor Committee, announces that organization. The educational value of work-experience programs, and the attitude of employers and labor groups will be investigated. If the consensus of opinion is favorable to continuation and expansion of work experience in the high schools, a study will be made to determine the most suitable regulations and methods of conducting the program.

REFORM: The Education Act passed recently by the British Parliament puts Great Britain ahead of the United States in educational reform, according to a statement of the National Commission for Defense of Democracy Through Education, in *Delaware School Journal*. The most important feature of the Act is raising of the compulsory school age from 14 to 15 years, and to 16 years by 1947, or "as soon afterwards as possible". The bill also provides that all children between 16 and 18 who leave school to work shall receive compulsory part-time education. These new British requirements, when fully in effect, will exceed those of any state in the U. S. The majority of laws in the 48 states permit withdrawal from school at 14 for the purpose of work, and do not require school attendance of any kind after 16. The bill provides that nursery schools will be established in increasing numbers; and technical and adult education will be greatly extended and made available to all sections of Great Britain. Contrary to common practice in the U. S., all children in Great Britain will receive medical inspection and medical treatment free. Free meals and milk for school children will be provided. There will be special provision for education of children handicapped physically or mentally.

JAPAN: The Japanese Armaments Ministry has demanded the closing of all secondary schools and universities and the employment of all teachers and pupils in war industry, announces the United Nations Information Office.

MILITARY TRAINING: Twelve university presidents recently sent an open letter to President Roosevelt urging that action on the problem of compulsory military training in peace-time be post-

poned until the post-war world situation is clarified. Within a week or so 14 other university presidents sent an open letter to the President, urging immediate action on the matter. Both sides offered some plausible arguments and some well-known names. The basic cleavage seemed to be along these lines: "Let's wait to see whether we shall have any need for it" and "Let's act now, before we cool off and get disinterested".

CONSERVATION: Four states have organized a regional program for developing more effective conservation education in their schools, reports *The Oklahoma Teacher*. The states are Oklahoma, Texas, Arkansas, and Louisiana, all of which have many common problems in conservation. The resources on which materials are being developed for classroom use are: human, land, water, power, mineral, industry, transportation, and recreation. Teachers and resource experts of the four states are dividing the work and pooling the materials they prepare. The theme of the teaching materials is proper use of the region's resources. The committee in charge of the work is the Resource-Use Education Committee, South Central Region.

ANGELS: On Broadway, a play producer looks for what he calls an "angel" to finance his show. Some high schools have angels, too. Here are a couple of recent reports on them: Elizabeth City, N.C., High School has an 85-piece band—"a whale of a band", says *North Carolina Education*—because a local citizen likes bands and parades. He finances the band, and every summer he hires an entire hotel on the ocean and gives the band members a one-week vacation. A citizen of White Plains, N.Y., says *Student Life*, has deeded his privately-owned lake to the local high school, for the exclusive use of its pupils. The lake has a boat house, a bath house, and a recreation building. These two cases are by no means unique, and they should give readers something to think about.

PLANNING: Two new leaflets in the U. S. Office of Education series, "Planning Schools for Tomorrow", have been issued. *Needs of Exceptional Children* is concerned with the education of children who have special physical, mental, or emo-

(Continued on page 528)



The Junior High School's Problem of Program Improvement

THIRTY-FIVE years ago a new school came into being in this country with considerable promise of developing into something remarkable and worthwhile.

To what extent that promise has been fulfilled is a matter of considerable speculation. The "junior-high-school idea" is a living thing but its implementation a question, a problem, a disappointment in many places. In West Virginia a project has been started to see if a better realization of that idea—the idea as it was conceived in the early days of the school, plus new and perhaps better ideas added from time to time—can be attained.

The early school was based on such things as better articulation, exploration, flexibility of curriculum, catering to the nature of the pupil, and so on. In meetings held throughout the State of West Virginia problems concerning articulation, such as "How can we get senior high schools to make provisions for certain poor, or gifted, pupils that we think best to send on?" "Are we willing to do the same for pupils coming up from the elementary grades?", etc., were proposed.

On subject matter, problems were suggested regarding content, flexibility, required subjects, improvement of reading, better spelling, usable arithmetic, the place of bands, type of music for singing, a functional health program, social hygiene, creative activities, use of texts, integrated social living, industrial arts and crafts, home mechanics, courses as rich as life, and numerous others.

In all meetings the problems of evalua-

tion, testing, and standards received plenty of attention. Guidance, extracurricular activities, democratizing the administration, equipment, the nature of the junior-high-school pupil—these and many other problems too numerous to mention were considered.

Undoubtedly those who are carrying on the work of the junior high schools, at least as a group, are aware of their problems and have some notion of the junior-high idea. One principal said, "Teachers are willing to try a new philosophy but lack the materials and methods and do not know where to find them."

That expresses the real difficulty back of getting acceptable answers to the important questions in this area.

What must be done to help these teachers improve the work of their junior high schools?

1. There must be a hard-working, well-trained, junior-high-school leadership—principals who will lead their faculties into careful and lengthy study, and solution, of their problems.

2. Teachers must develop more initiative. Inertia, complacency, and lack of understanding bar the way to improvement in many classrooms today, perhaps because some teachers don't realize what is wrong.

3. Better equipment must be provided. Lack of books suitable for all degrees of reading ability in all subjects probably stands at the head of the poor-equipment list.

4. Teachers need to be trained specifically for junior-high-school work. In too

many schools the teachers had no notion of the junior-high-school idea before accepting their present positions.

5. Opportunities to see some of the better practices in action should be provided. To be told in general terms, without seeing, how some school is using new and improved ideas is not enough.

These are some of the more important problems concerned in the improvement of the junior high school and some of the greatest difficulties in trying to solve them. The difficulties are not insurmountable nor are the problems incapable of solution.

Unless the difficulties are taken care of we can never expect widespread improvement.

There is no hope in a curriculum-building commission or committee for complete solution of the problem of improvement in all junior high schools. All that any such committee can possibly accomplish is merely to point the way. The local school staff must do the planning and put the program into action.

F. W. STEMPLER
College of Education
West Virginia University
Morgantown, W.Va.

“As an Ex-Board Member . . .”

I have just retired from service on our local board of education after a four-year term, or, to be exact, after two two-year terms. . . . The entire board came in on what is known as a clean sweep, so that none of us had even the pleasure of attending a regular board meeting as visitors prior to the time we found ourselves in office. Innocent and enthusiastic in our ignorance of what our duties were, we felt the impact of the unfamiliar problems. . . .

At any rate, I gained in short order a surprising amount of appreciation for the headaches of supervisors, principals, and teachers. And also accumulated, over the lengthening months and years, a definite feeling that educators in general have as little real understanding of what actuates a school-board member as most laymen have of what makes an educator tick. . . .

At first, of course, we neophyte board members were too busy learning the routine duties of school management to delve into what went on in the classrooms. We were business-men (and business-women) in a new and unfamiliar venture, and we rightly concentrated on bills, costs of supplies, maintenance, and repairs until we knew what was reasonable and what was not. Then we began to inquire about the educational product which this not-inexpensive plant was turning out. And at once we ran into an unconscious attitude of defensiveness on the part of the people we talked to. It was, I am sure, quite unintentional on their part. And yet many educators seem loath to describe the actual method of imparting knowledge, or to summarize the concrete objectives which they hope to achieve, in terms that a layman can understand. . . .

Groping, as we were, for simple enlightenment, we held a dinner-meeting for the entire faculty and

the still-wet-behind-the-ears board members. After the faculty was fed, we began to ask what were to us harmless and interesting questions. After an hour-and-a-half, we did the unprecedented thing of pinning each teacher down in turn and asking her (or him) to describe the subjects covered, from month to month, over the course of a year, in her (or his) grade. As far as the Board members were concerned, it was a great though incomplete success—by 2:00 A.M. we had progressed as far as the fourth-grade teacher.

We were delighted. We had an actual insight into the way teaching is done; we could begin to understand what a job teaching is; we could approve requisitions for textbooks with the sure knowledge that they would be used in such and such a fashion, to achieve such and such an end. We left, reluctantly, at 2:15 A.M., and hoped to continue this highly informative process in another meeting.

To my concern, the effect on teacher morale was the reverse of what I had expected. They were depressed. They felt that every question had been a criticism of their existing methods and of their past results. And we did not have the continued meeting that year. . . .

I think that some educators are supersensitive because they have not learned that part of their business is in selling their work to the layman. . . .

I realize that I have been sharpshooting with some asperity. If so, it is only my impatience at the inertia, or the lethargy, or the shyness which prevents the educator in general from enlightening his greatest potential allies—the Board members and the interested parents—as to his methods and his purposes.—An anonymous former board member in *Books in their Courses* (Henry Holt and Co.)

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SCHOOL LAW REVIEW

Answers to Readers' Questions

By DANIEL R. HODGDON

Question: I am a high-school teacher on tenure. The board of education appointed me to serve as acting principal, during the absence of the principal, without extra salary. Am I entitled to extra compensation above that which I received as a high-school teacher?

Answer: It would seem that the board of education has the right to fix the salary of an acting principal unless there is a salary schedule which provides a definite salary for such a position.

No Dish Washing

Question: I signed a contract to teach in a community near New York City. The contract provided that I live in the town and take a room and board in the house of the president of the board of education and wash the evening dishes. Is this a legal contract and would I have to give up my position if I decided to live somewhere else? I do not care to teach here another year.

Answer: That part of the contract which has no relation to your school work is not valid. The board of education is an agency of the state and the authority of the board of education is limited by the Education Law. A board has no right to put into a teacher's contract provisions which are not allowed by the Education Law. You may live where you wish during the term of the contract. Our doctrine of democracy seems to be badly violated by the terms of your contract.

"Compulsory" Qualified

Question: If it is very difficult for a pupil to get to school because of distance, bad roads, and the lack of gasoline under rationing, may a board of education have the parents punished for failure to comply with the compulsory attendance law?

Answer: Enforcement of the compulsory attendance law must be reasonable. Where the distance is great and no transportation is furnished, or if any other good cause exists for failure to send a pupil to school, the child cannot be considered a truant, and parents may not be considered guilty of violating the compulsory law.

See *School District v. Libby*, 135 Wash., 233,

327 Pac. 305; *State v. Jackson*, 71 N.H. 552, 53 Atl. 1021, 60 L.R.A. 739; *State v. Hall*, 74 N.H. 61, 64 Atl. 1102.

Pre-Tenure Teacher

Question: In connection with the tenure law of New York State, I have often wondered how seniority would be determined for those teachers who served the school district long before the tenure law was passed, but in serving probationary periods found that newly hired teachers were placed on tenure one year earlier, because they had no unexpired contract to complete before beginning a three-year probationary period.

Answer: The general principle of law in this case is: When an agency of the State makes a contract (The board of education is a mere agent of the State.), such contracts are subject to change by the State. The party of the first part of a teacher's contract is the State, and the party of the second part is the teacher. Such contracts are usually made with the implied condition that they may be modified. Even if they were not, and the State Legislature decided that it wanted to cancel a contract and provide new terms—and the teacher consented to such cancellation—the contract would come to an end whether the board of education desired it or not, because the board is a mere agent in making contracts.

When the tenure law was passed, it would seem that the outstanding contracts were terminated on the implied condition under which they were made, and that the probation period started when the law became effective, for all teachers then in service. This is the weight of authority. While the Constitution provides that no law shall be passed that would impair the obligations of a contract, a state can pass a law providing for a "condition," so if teachers wish to consent to the cancellation of an existing contract in order to obtain new or different benefits they may do so.

When the tenure law was passed all existing contracts were canceled unless a teacher desired not to cancel his contract. The board of education would have no voice in the matter, since it is a State agency. The teachers who were working under

contracts should have signified at once that they wished to come under the new provisions of the law and the new status provided, in lieu of the contracts they had. This would have given them a right to be placed on probation. There would have been an offer by the State and an acceptance by the teachers.

There seems to be a misconception about the power of the board of education. The board's power to make contracts is subject to the will of the Legislature, and all contracts with teachers are considered to be made on this implied condition.

As to seniority, if the teachers elected to finish a contract which could have been canceled, then it would seem that probation started at the end of the contract. However, the courts should decide whether the teachers concerned in this report were sleeping on their rights or whether when they made the contract to teach they made it subject to any new legislation that might effect their status.

Some courts hold that a contract between a state and the teacher, with the board of education acting as a mere agent of the state, is subject to changes with or without the consent of the teachers. Thus seniority right begins when the teacher is placed on probation, and teachers employed prior to the expiration of the contract would have seniority over those who waited until the contracts expired to begin probation. This opinion seems unjust, but the teachers on contract should have taken a definite action to determine their contractual status and rights when the tenure law went into effect.

It might be well to clarify the authority of boards of education to make contracts in general. Boards of education are said to be merely quasi-corporations authorized by a state to exercise limited governmental functions. They can exercise only such powers as are expressly or by implication conferred upon them by statute, or necessarily grow out of the purpose for which they were created. Private parties are free to make contracts, as a rule, but boards of education have no inherent power to contract. The laws of a state alone determine the contractual powers of a board of education. Often boards of education misjudge their powers and act beyond their authority. Such con-

tracts are void, unenforceable and without effect. It makes no difference whether the board thought it had the power to make the contract or not.

Status of Acting Principal

Question: I am a high-school teacher who was recently given tenure in New York State. I am serving as acting high-school principal during the war because during the absence of the superintendent, who is serving in the armed forces, the regular high-school principal is the acting superintendent. Do I still retain tenure as a high-school teacher?

Answer: You retain your tenure as a high-school teacher. One of the laws regarding the armed forces was passed to protect the regular job of a member of the armed forces during his absence. Those who serve in his place are temporarily appointed and obtain no tenure status.

Your appointment appears to be temporary, although you are not filling a position left vacant by someone in the armed forces. Indirectly the vacancy you fill is caused by such a vacancy, i.e., apparently you are acting principal because of a vacancy created by the superintendent serving in the armed forces. It would also seem that the board of education has the right to fill such temporary positions as it deems best.

Two Kinds of Tenure

Question: Does the tenure law for New York State create "permanent tenure" or contractual tenure? Could the law be modified or abolished?

Answer: The law of New York State creates permanent tenure during the "pleasure" of the Legislature, which could abolish the law at any time and put all teachers on a contractual basis. Indiana has the permanent-contract type of tenure. Its legislature cannot abolish tenure for those who have acquired tenure status, because it would impair the obligations of a contract. New York's tenure law may continue only at the will of the Legislature. No contract is implied—it is merely a policy.

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BOOK REVIEWS

PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

Channeling Research into Education, prepared by JOHN E. IVEY, JR. Washington: American Council on Education, 1944. 187 pages.

Channeling Research into Education is one of a series of reports of Committees and Conferences of the American Council on Education. It is the product of a Committee on Southern Regional Studies and Education. It seeks, as its title suggests, to make useful for instructional purposes "the great untapped reservoirs" of important findings of research studies in the natural, physical and social sciences.

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the educator in other parts of the country and of the world as it is for the southerner. The problem of channeling the finds of pioneering students so that they may be known and reflected upon by "the people" is everywhere the constant challenge to all educators. P.W.L.C.

World Maps and Globes, by IRVING FISHER and O. M. MILLER. New York: Essential Books, 1944. 168 pages, \$2.50.

President Seymour of Yale, in his Foreword for *World Maps and Globes* emphasizes the revolutionary quality of mental reorientation required to apperceive geographic realities.

In the text, the authors deal with the problem of representing a "whole round" world on a flat map. They first explain the advantages and disadvantages of the globe as compared to a map. Next they set up four "cardinal virtues" which map makers should see, to attain: correctness of representations of distances, of shapes, and of areas, and representation of great circles by straight lines. Of course the actual attainment of these objectives is geometrically impossible on a single

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American Education Under Fire, by V. T. THAYER. New York: Harper & Bros., 1944. 193 pages, \$2.50.

Thayer is at such pains to build up a platform and background on which to make his positive assertions and to demolish the challenge and proposals of the mediaevalists and authoritarians who are attacking American education and the cultural aspirations and myths that our schools reflect that he almost submerges the reader in the closely packed beginning chapters. But it pays to fight through. For when one gets to Chapter III, Thayer himself stands forth not merely as philosopher and interpreter of ancient and modern mystics and skeptics but as a testifier for a free man's faith. The No of rejection gives way to the everlasting Yea of affirmation!

It is in this positive spirit that he explains and persuades in Part II. He asserts his conception of education for freedom; he examines the implications of education as adjustment vs. education to meet youths' needs; he discusses the place of religion in public schools; he looks at the post-war responsibilities of American youth; he seeks answers to questions often raised in recent years regarding indoctrination, the right of Communists and fascists to teach. Finally he returns to the antithesis implied in Part I, schooling vs. education as the goal and orientation of schools.

Reading the book has been a glorious experience for the reviewer, long-time friend and admirer of the author. He is sure that others will profit by it as he has done. P.W.L.C.

Calling South America: Adventures in the Air, by MARION LANSING. Boston: Ginn and Co., 1945. 168 pages, \$1.32.

The author of *Calling South American* has essayed a novel medium for interesting and informing North American boys and girls concerning their neighbors to the South. Over the short wave radio, imaginary conversations are carried on with youths of individual countries, questions asked and answered, explanations offered, and emotionalized attitudes transmitted.

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Return to Freedom, edited by THOMAS H. JOHNSON. New York: G. P. Putnam's Sons, 1944. 209 pages, \$2.

At the Lawrenceville School in New Jersey, a vigorous effort is made to bring the students into contact with the personalities of some of the vigorous minds of the political, economic, and intellectual world of today. *Return to Freedom* contains digests of addresses dealing with the affairs of our time and their impact upon youth. The eleven forum-lectures were delivered in 1942, 1943, and 1944 by James R. Angell, Francis B. Sayre, Carl Becker, Zechariah Chaffee, Jr., Joseph C. Grew, Charles P. Taft, Henry Sloane Coffin, Bruce Bliven, Dixon Wecter, John P. Marquand, and Max Lerner.

From the introduction by Allan V. Heely one learns that many of the boys and lecturers took earnestly the opportunities for serious talk about contemporary affairs. It is to be hoped that other private schools for boys and girls from such social-economic backgrounds as those of Lawrenceville are undertaking similar sustained efforts to open the cloisters to the invigorating sweep of contemporary ideas. Perhaps the disheartening revelations which George Biddle has presented regarding Groton and Groton graduates of an earlier generation have stabbed the modern private school awake.

P.W.L.C.

The Public Schools and Spiritual Values, edited by J. S. Brubacher. New York: Harper & Bros., 1944. 222 pages, \$2.50.

The seventh yearbook of the John Dewey Society has a title that is almost belligerent, considering the charges so often leveled at the modern school with which the Society has been identified. The collaborators could have chosen a title for this book that liberals would have understood and mystics would have ignored. But instead they picked on the very term "spiritual" that is itself semantically so controversial.

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play of intelligence"; and "further values of refined thought and feeling"—when they try to delimit "spiritual" values. Well, of course no "materialist" will quarrel with the approval of these qualities. But by the adjective "spiritual", many if not most of those who accuse the modern school of being "materialistic" mean something far more abstract than these qualities—if they mean anything.

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If the collaborators have found expressions that will reduce the emotional hostility toward the living school on the part of those who mouth the pleas for spiritual values, their labors are not in vain. But the reviewer is skeptical regarding the effectiveness of intellectual expositions on those who retreat from reason into the realm of "the spiritual".

P.W.L.C.

Citizens for a New World, edited by ERLING M. HUNT. Washington: National Council for the Social Studies, 1944. 186 pages, \$2.

The Fourteenth Yearbook of N.C.S.S. consists of eight contributions by especially qualified interpreters and apologists for aspects of international cooperation. Clyde Eagleton explains the importance of planning peace to preserve the victory; Linden A. Mandes discusses the interdependence of nations and individuals; Carol Riegelman and C. E. A. Winslow deal with economic-social rehabilitation and international health, respectively. International organization is treated by D. F. Fleming; education for a new world order by Walter M. Kotschnig; and the stake of the United States in international organization by Esther C. Brunauer. The closing chapter, International Relations for Secondary Schools, by Hilda M. Waters, outlines brief units that might be used by social-studies teachers with the cooperation of their English and science teacher colleagues.

As an evidence of conscious intent on the part of the Council to drive nails into the flying carpet of social movement where it may be found rather than where it was yesterday, the report is most welcome. Whether the tacit assumption of most of the authors that nations as nations will be the instruments through which popular collaborations are to be worked out, is justified, cannot now be foretold. If it is justified, the recommendations may prove of direct value in preparing the popular mind to enter creatively into the conflict of selfish and

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The College and Teacher Education, by W. EARL ARMSTRONG, ERNEST V. HOLLIS, and HELEN E. DAVIS. Washington: American Council on Education, 1944. 311 pages, \$2.50.

The Commission on Teacher Education has for some years encouraged institutions at tertiary level to examine the adequacy of their provisions for teacher preparation. Those colleges that have responded have engaged individually, guided by cooperative consultations, to develop effective programs of teacher education.

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Many years ago, Albert E. Winship coined the phrase, "making the good contagious". Such brief reports of pioneering ventures in vitalizing the experiences of candidates for the teaching profession as are set forth in this volume will be of great value in stimulating all teacher preparatory institutions to engage in similar projects.

Community Cooperation in Business Education: The American Business Education Yearbook, Volume I. New York: New York University Bookstore, 1944. 326 pages, \$2.50.

The American Business Education Yearbook, Volume I, is issued jointly by the National Business Teachers Association and the Eastern Commercial Teachers Association. Part I seeks answers to two oft-explored questions: What does business expect of business education? and, What does society in general expect of it? Part II, presumably written by the unnamed editors of the volume, discusses the adequacy of present orientations among business educators in meeting these expectations. Part III treats the development of community cooperation. Part IV deals with cooperative planning and action in the future.

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With sixty-six individual contributors to the volume there are inevitably much unevenness and many conflicting statements of opinion. On the whole, however, the authors are forward looking both in their social philosophies and in their recommendations for the curriculum. As an example of nation-wide collaboration among men and women of good will, social purpose, and intelligence the yearbook is excellent.

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A Study of Expenditures and Service in Physical Education, by RUTH ABERNATHY. New York: Bureau of Publications, Teachers College, Columbia University, 1944. 113 pages, \$1.85.

To the outsider it often appears that provisions for physical education in modern schools are disproportionately generous when compared with libraries, teacher's conference rooms, cafeterias and the other recent innovations of secondary education; incongruously so, when class recitation rooms are set side by side with gymnasiums and playgrounds with their auxiliary facilities. Nevertheless, there is seldom resentment toward, though there may be some envy of, the physical-education staff's adequate quarters. In her dissertation, *A Study of Expenditures and Service in Physical Education*, Dr. Abernathy provides us some facts regarding the expense of the program and services, and, almost inevitably, fastens the reader's attention on the need for greater facilities and personnel. Perhaps, representatives of other departments and services will do well to get similar facts for their own areas.

P.W.L.C.

in
A Design for General Education: A Report of a Committee of the American Council on Education, T. R. McCONNELL, Chairman. Washington: American Council on Education, 1944. 186 pages, \$1.25.

The full title of this report is *A Design for General Education for Members of the Armed Forces*. The Committee's purpose was "to set up a guide to the organization of educational activities in the armed forces . . . that would incorporate widely recognized developments in general education in educational institutions." It was immediately discovered, however, that civilian educational institutions, recognizing that post-war educational patterns for servicemen will probably demand new curricular patterns, were quite as interested in the progress of the Committee as were the armed forces.

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Reading in Relation to Experience and Language, compiled and edited by WILLIAM S. GRAY. Chicago: University of Chicago, 1944. 226 pages, \$2.50.

Supplementary Educational Monograph No. 58, *Reading in Relation to Experience and Language*, is a report of the proceedings of the Conference on Reading at the University of Chicago. The theme is as welcome as its implications are overdue. So excessive has been the specialists' emphasis on speed and eye movements and "comprehension" and recall, that the purposes of reading have been lost sight of. Who cares how fast a person can read if he seldom reads? Who cares how well trained his eye movements if he does not stop and reread and analyze the authors' meanings and sometimes quarrel with them?

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As a whole, the participants in the Conference did little more than timidly scratch at the theme. They approached their topics as though reading were a tool for accomplishing school institutional purposes. Not one of them dealt vigorously with reading as a mode of intellectual and emotional change and growth, though several of them indicated some awareness of this aspect of the process. This enlightenment appears, however, almost solely in Part V.

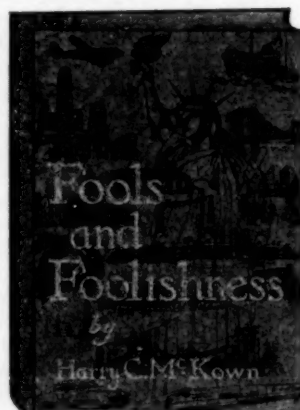
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SCHOOL NEWS DIGEST

(Continued from page 510)

tional needs. The pamphlet explains special services required by these children, and how these needs can be met. *Pupil Personnel Services for All Children* deals with the extra-classroom services needed by all pupils, describes such services as they are now provided in efficient school systems, explains the cost and organization of the services. The leaflets may be obtained for 10 cents each from the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

LABOR: A bill authorizing establishment of a School of Industrial and Labor Relations at Cornell University was expected to be passed by the New York State Legislature without difficulty, at the time this item was written. The new school has the support of organized labor, reports the *New York Post*, and is being hailed as the "first educational institution in the nation established expressly for the purpose of training men and women for professional service in the field of industrial and labor relations". Classes are expected to start in the fall of 1945.

FIRST FREE SCHOOL: The first free public school for boys in the western hemisphere, and

probably the first in the world, says *Journal of Business Education*, was established in 1645 (reckoning by the present calendar) in Dedham, Mass. There was no provision for girls, who were to be taught in the homes, or by tutors, at a tuition expense. This school year Dedham is celebrating the tercentenary of the historic school which was based on the thesis that the education of a child is of direct benefit to everyone, so that everyone should help pay for every child's education. The school was built at a cost of 11 pounds 3 shillings, but it was the forerunner of our present million dollar palaces. The schoolmaster was paid 20 pounds a year, and it is not known whether he was satisfied, or whether he campaigned for better salaries for teachers.

ACHIEVEMENT: Achievement Day is an annual event of the agriculture and home-economics departments of Kemptville High School, in Ontario, Canada. On this day the boys and girls of the school bring their best projects related to farm living, and show their skill in exhibiting and judging. The event, reports R. D. Cassie in *The School* (Canada) is a miniature county fair, and it has been so successful that other departments of the school take part with their exhibits. The school takes advantage of the occasion to show the public what school taxes are buying.

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